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ABSTRACT

The purpose of the study was to evaluate the construct validity of self-acceptance. Is it distinguishable from self-assessment as the literary use of the term implies? Can acceptance of self and acceptance of others be shown to be related, as postulated, but remain distinguishable as separate constructs? Three constructs, self-acceptance, self-assessment, and acceptance of others, were selected for study so that their interrelationships could be observed. In order to determine what portion of systematic variance among subjects was attributable to valid assessment of the traits and what was due to method factors, each construct was measured by seven different methods. Subjects were 137 high school and college students, parents of high school students, and older adults who were paid for taking the 3-hour battery of tests. The average convergent validity values were .54 for self-acceptance, .41 for self-assessment, and .40 for acceptance of others. The correlations among constructs using different methods showed strong discriminant validity when each of the two self-constructs was compared with acceptance of others. Although sufficient discrimination was demonstrated for self-acceptance and acceptance of others to warrant calling them separate constructs, the average correlation between the two of .21 was in keeping with their theoretical relationship. (Author)

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A MULTITRAIT-MULTIMETHOD APPROACH TO THE CONSTRUCT VALIDATION OF "ACCEPTANCE OF SELF" AND ACCEPTANCE OF OTHERS"

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Chapter I

REVIEW OF THE LITERATURE

Self-acceptance is a popular construct in psychology and education. It is used as an important indicator of adjustment. Self-acceptance refers to an individual's satisfaction or happiness with himself, and is thought to be necessary for good mental health (Scott, 1968; English & English, 1958). Self-acceptance is not personal conceit or an unrealistically positive concept of one's self. Self-acceptance involves self-understanding, a realistic albeit subjective awareness of one's strengths and weaknesses. It results in an individual's feeling about himself that he is of "unique worth" (English & English, 1958; Jersild, 1960).

One purpose of the review of literature to follow is to trace the theoretical development of the construct "self-acceptance" from its conception. The second purpose of the review -- an evaluation of the contribution made by previous studies to the validation -- of this construct is of greater consequence to the statement of the problem and design of the study which follows.

The most difficult task in reviewing the development of the construct is choosing a starting point. The concept of self-acceptance was not created with one stroke and embued with all of the meanings described above. The term was first used in research by students of Rogers at Chicago (Stock, 1949; Sheerer, 1949). Prior to that time self-acceptance had been an important concept in relationship therapy and in Rogers' early thinking and teaching about counseling and psychotherapy. Stock (1949) and Sheerer (1949) attended to a more technical definition of the construct because they were interested in investigating the relationship between self-acceptance and acceptance of others. Sheerer (1949) acknowledged that the self to which her formulation of the construct referred was the "self-concept" as proposed by Raimy (1948) in his 1943 dissertation. The true origins of the construct in its broadest sense, therefore, antedate the use of the term in published psychological literature and would be located in the body of literature and personal communications influencing Raimy's idea of self-concept.

Self-acceptance in its traditional usage in psychotherapy referred to the acceptance of both one's faults and one's virtues as they were perceived by the person as aspects of his self-concept (Raimy, 1972). The most important connotation of the concept, as used clinically, was that the self which was to be accepted or rejected was the individual's subjective concept of himself and not an objective or external assessment of his traits.

In 1943, Raimy was seeking a valid and measurable construct to explain success (that is, positive change in personality) and lack of success in psychotherapy. He proposed that the self-concept was the individual's organized perception of himself which included both approving and disapproving aspects. Raimy offered the construct as the basis for an entire theory of personality organization. What a person believes about himslf is an important factor in his personal adjustment and, therefore, a "significant factor in his behavior" (Raimy, 1948, p.154). Raimy also believed that the self-concept or changes in the self-concept were observable in the self-references made by a client. From the beginning the specification of the construct, self-concept, included the individual's awareness of his own faults: "The adjusted individual may dislike or disapprove of certain aspects of the Self-Concept but in general he finds himself to be attractive and desirable." (Raimy, 1948, p. 155)

Raimy's study involved an in-depth analysis of a small number of subjects. In seeking some justification for the assumption that an increase in self-approval was related to an improvement in adjustment, verbalizations from two cases were classified in terms of self-references indicating approval, disapproval or ambivalence. There was great correspondence between these ratings, changes in these ratings from interview to interview and independent analyses of the same cases made by the clients' counselors. When the method of classifying self-references was applied to fourteen counseling cases, significant differences were found using chi-square between cases previously judged to have been counseled successfully and those considered unsuccessful. By the end of counseling the successful cases made self-references which were largely approving; the unsuccessful subjects were more self-disapproving or more ambivalent. The study was not designed to assess the depth of the construct -- that is, how profound were the personality changes reflected by the change in self-references. The question of whether the differences or changes persisted over time is related to the evaluation of "successful" counseling rather than to the validity of the construct. The findings of the study were consistent with the theoretical formulation of the construct.

In summarizing studies by Stock and Sheerer, Rogers (1949) wrote that they "bolster our growing clinical conviction that much of what is significant in therapy revolves around 'the self'" (p. 150). Sheerer (1949) used clinical analyses of previous cases to establish extensive examples from verbatim interviews of how self-acceptance and respect and acceptance of others are manifest. In part, the definition of self-acceptance involved the individual's feeling that he is of equal worth among other persons, his ability to act on his own standards, his expectation that others will find him acceptable, and his ability to accept criticism without jeopardizing his sense of worth. Acceptance of others involves respecting

the worth of others, avoiding infringement on their rights, and neither dominating nor assuming responsibility for them. Two five-point scales representing the two continua were used in rating all of the relevant verbalizations in 10 counseling cases. The mean ratings of expressed self-acceptance and expressed acceptance of others (averaged over the 10 cases) were computed for each interview. The two variables were correlated .51. In addition, acceptance of self and acceptance of others was, on the average higher in the second half of the counseling interviews than in the first. Findings were consistent with the conceptualization of the constructs. The generalizability of the study is limited, however, by the small number of cases and by the use of the same raw material to arrive at the two sets of rating. Although the assessments of self-acceptance and acceptance of others were made independently, the use of the same interview materials to make the judgments builds in a dependency between the ratings.

Stock (1949) conducted an investigation using the same 10 cases from the Sheerer study. Client statements were categorized as pertaining to self or others. The statements were then evaluated for intensity and direction of feeling. The relationship between feelings about self and feelings about others was expressed as the correlation between the average affect for self-rating for each interview in each case and the average affect for others; the value of the correlation coefficient was .38. When interviews with too few statements about self were omitted the correlation increased to .66. Attempts to identify an antecedent relationship -- where a change in one variable consistently preceded a change in the second -- were not fruitful. The positive relationship between acceptance of self and acceptance of others was in keeping with theoretical expectations. Confirmation of the primary hypothesis cannot, however, be accepted as if it were an independent replication of the Sheerer results since the sample was the same as for the Sheerer study. The agreement between Stock and Sheerer conclusions convinces one, rather, that the ratings of each of the constructs can be judged fairly reliably even when subjective decisions are required.

There is no underlying theme which can be used to explain and order the subsequent proliferation of studies intended either to replicate the relationship between acceptance of self and acceptance of others, or to improve measurement of self-acceptance. Studies will be discussed chronologically for want of a more logical structure. Most of the articles are summarized briefly because they bear on the construct validity question only indirectly. Studies which address, even in part the convergent and discriminant validity issues surrounding self-acceptance are treated more thoroughly.

Phillips (1951) used the descriptions of self and other attitudes reported by Sheerer (1949) to construct items for a questionnaire. The average correlation between self-acceptance and acceptance of others for four groups was .62. Although Phillips claimed to be interested in observing an age trend, the greatest age difference represented by his four groups was between sophomores in college and sophomores in high school. Phillips attributed the greater correlations he obtained between self-acceptance and acceptance of others, compared the results obtained by Stock and Sheerer, to the difference between "inferred self" acceptance (self-concept inferred by judges from self-references) and the "self-present in awareness" (p. 81), determined by the subject's own report of his self-acceptance. A more cautious explanation would have been the method specific variance

may have increased the Phillips correlation more since his questionnaire was more reliable than the Stock and Sheerer ratings.

The theoretical description of self-acceptance led, logically, to a two-part assessment technique: Ask the subject to indicate how he perceives what he is, then to indicate how happy he is to be that way. Bills, Vance and McLean (1951) developed an Index of Adjustment and Values on this basis. The theoretical specification of the construct by Bills et al. influenced the semantic development of the construct. They identified the result of the first assessment stage as the self-concept as specified by Raimy (1948). The second aspect, the comparison of the self-concept with an ideal concept, was interpreted as the value associated with the self-concept and was therefore a measure of self-acceptance. Having operationalized the construct in such a way that the evaluative components of the self-attitude was reserved for the second stage of assessment (in the self-ideal discrepancy), they increased the possibility that subsequent users of the construct would overlook the evaluative, subjective nature of the self-concept as specified by Raimy (1948).

The Index of Adjustment and Values was shown to discriminate among 20 cases which had been categorized by the Rorschach as either psychotic or neurotic. The subjects, classified as psychotic, were all above the mean on self-acceptance. The authors did not explain how this was consistent with the conceptualization of the construct. Two additional studies, conducted with only minimal controls, suggested that self-acceptance, as measured by the Bills' Index, was improved by non-directive teaching methods and was related to lack of threat from self. The studies did not control for the effect of pretesting on either the readministration of the Bills' Index or the closely related unhappiness instrument.

Subsequent studies using the Index of Adjustment and Values by Roberts (1952) and Bills (1953) found that changes in emotionality, as measured by reaction time to free response items, were not related to changes in self-concept (self-perceptions without values attached) but were associated with changes in self-acceptance and in discrepancy scores. Although Bills, Vance and McLean (1951) distinguished between self-concept and self-acceptance, associating Raimy's (1948) construct with the former, it is clear in Bills' writing (1954) that self-acceptance rather than self-concept refers to the same aspect of personality that Raimy described. In order to obtain a self-acceptance score from interview material, Bills (1954) used the following formula: "number of positive attitudes toward self, divided by the total of the positive and negative attitudes toward self" (p. 22). The correlation between the Index of Adjustment and Values scores and ranking of subjects on self-acceptance from the interview material was .84 (Spearman's rho).

Berger (1952) developed an instrument to measure expressed acceptance of self and expressed acceptance of others using Sheerer's (1949) definitions of the constructs. The instrument was improved by item analysis. Split-half reliabilities, after application of the Spearman-Brown step-up formula, were generally greater than .89 for the self-acceptance scale and were from .78 to .88 for the acceptance of others scale.

Berger dealt with the validity question more effectively than had any previous author. In one study, judges' ratings of the two

constructs, using paragraphs written by the subjects, were correlated .87 and .77 with the self-acceptance and acceptance of others scores on the objective instrument. Validity could also be demonstrated by predicting scores on the basis of membership in certain groups. Stutterers were expected a priori to score lower on self-acceptance. This hypothesis was not supported until non-stutterers were matched with stutterers on sex and age. Berger was the first to observe that there might be a positive relationship between age and self-acceptance. Prisoners matched for age, sex and race with a group of college students were significantly lower on both self-acceptance and acceptance of others. Although evidence of validity was not conclusive (the instrument could have been measuring intelligence and the same group differences might have been expected), the accumulation of such evidence does support the argument for construct validity.

Berger (1955) administered the self-acceptance -- acceptance of others scale and the MMPI to a group of 185 college students. His purpose was to increase the diagnostic value of the MMPI, but of course the resulting correlations are as useful in inferring the meaning of the Berger Scale. The correspondence between self-acceptance and adjustment was confirmed by all negative correlations with the pathological scales. Both the self-acceptance and acceptance of others scores were positively correlated with the K scale representing test-taking set (average correlations of .58 and .40, respectively). A sub-analysis of K scale items using counselor judgments suggested that, in general, high scores on both scales represented normal, good self-confidence. Extremely high scores would indicate defensiveness which is a valid measure of "expressed" self-acceptance but is not consistent with what is meant by the construct, self-acceptance. The high negative correlations between Depression (D) and self-acceptance support the theoretical formulation of the construct. The coefficients of -.45 and -.54 (for men and women) would have to be evaluated in light of the Berger's corretation with other measures of self-acceptance to determine if the same or different constructs are being assessed.

McIntyre (1952) designed a study to attempt to explain the relationship between acceptance of self and acceptance of others. Based on his interpretation of Rogers (1951), McIntyre expected that acceptance of self would not only imply acceptance of others but also a reciprocal acceptance by others. McIntyre used Phillips' questionnaire (1951) and obtained a correlation between self-acceptance and acceptance of others for 224 male college students of .46. Neither of the two scores from the Phillips' test were related to acceptance by others as measured by a sociometric device.

The first attempt to determine if several measures of self-acceptance were assessing the same construct was made by Omwake (1954). The study was at the same time intended to assess the convergent validity of three measures of acceptance of others by different methods. The most serious flaw in the Omwake study was the selection of a sample very homogeneous with respect to age; the 113 subjects were all female college students in their first course in psychology. Age had already been found, empirically, to be related to self-acceptance (Phillips, 1951; Berger, 1952). The results of the study are best summarized by the following table which is a reorganization of the correlations reported in the article.

Table A

Correlations of Measures of Acceptance of Self and Acceptance of Others from Omwake Study

	Self-Acceptance			Acceptance of Others		
	1	2	3	1	2	3
Self-Acceptance						
1. Berger	1.00	.73	.49	.37	.25	.23
2. Phillips		1.00	.55	.34	.41	.30
3. Bills			1.00	.23	.18	.39
Acceptance of Others						
1. Berger				1.00	.60	.23
2. Phillips					1.00	.13
3. Bills						1.00

There was much greater agreement between the Berger and Phillips measures of the two constructs than between either of these compared to the Bills' Index of Adjustment and Values. This result could have been expected logically since Berger and Phillips both used Sheerer's (1949) description of the constructs to formulate their items. The convergent validity issue for acceptance of others cannot be answered properly by this study since the Bills' Index was intended to measure the subject's perception of how others accept themselves rather than whether he accepts others.

Omwake's use of more than one measure to assess each construct permitted the observation of method specific variance. The average correlation between self-acceptance and acceptance of others was .39 when the same method was used. This value is similar to the correlation found previously between the two variables for similar age groups (Berger, 1952; Phillips, 1951). When the influence of common method is removed by using different instruments the average correlation was .26, indicating that previous studies may have over-estimated the strength of the positive relationship between self-acceptance and acceptance of others.

Crandall and Bellugi (1954) conducted a related study which was out of the mainstream of the development of the construct, self-acceptance. Unlike the studies reviewed thus far, the contribution of earlier empirical work to the development of the authors' thinking was non apparent. Self-concepts scores were obtained by comparing subjects' ratings of how desirable personality characteristics were with separate ratings of how applicable these traits were in describing themselves. The measure of general adjustment used was the Rotter Incomplete Sentence Blank, scored using the empirically-derived examples in the manual. Subjects were 30 college women.

The correlation between adjustment and self-conceptualizations was .46.

One hundred and forty-five sixth grade children were tested by Zelen (1954) using a sociometric device (to obtain scores for acceptance of peers and acceptance by peers) and two measures of self-acceptance, the Feelings of Personal Worth Subscale of the California Test of Personality and the W-A-Y self-concept technique. Acceptance by peers correlated .59 with acceptance of others. Although acceptance by peers correlated .30 and .39 with the two self-acceptance measures, the expected relationship between acceptance of self and acceptance of others did not materialize. Suinn (1961) later attributed the incompatibility of these results with previous findings to the young age of Zelen's subjects. There are other alternative explanations including measurement artifacts (the sociometric device was not used in other studies to measure acceptance of others) or chance fluctuations about the low positive value of the correlation coefficient.

Each new study pertaining to acceptance of self and acceptance of others added new insights to the operation of the constructs but did not necessarily build systematically on the findings of earlier investigations. Fey (1954) chose to study how the two constructs were related to a readiness for therapy measure. In a sample of 60 freshman medical students, expressed self-acceptance was correlated .40 with expressed acceptance of others. Neither variable was correlated with the subjects" expressed willingness to participate in couseling. There was, however, a substantial correlation of -.45 between the discrepancy score (SA-AO) and expressed desire for therapy. Subjects who were much more accepting of themselves than of others tended to eschew counseling. The author was troubled by this finding because individuals who were high in self-acceptance as well as acceptance of others were not disinterested in therapy. Fey's interpretation was that high scores did not truly reflect self-acceptance. This conclusion is no more warranted than is the reverse condemnation of the therapy-readiness test as an adequate measure. The generalizability of the results and of Fey's conclusions are seriously limited by the use of medical students in the study. Their attitudes toward therapy and the implications of their willingness to be counseled are probably not the same as for people in general.

Based on his findings of interaction between self-acceptance and acceptance of others, Fey (1955) replicated the McIntyre (1952) study. In addition to the acceptance of self and others scales, items were written to elicit the subject's estimation of his acceptability to others. Actual acceptance was determined by sociometric choices. The following correlations were obtained: as in previous studies, self-acceptance was correlated .43 with acceptance of others; subjects with high self-acceptance tended to feel accepted by others ($r = .71$) but were actually significantly less well liked by others ($r = -.27$). As with the

McIntyre study, the results suggest that self-acceptance is positively related to reported acceptance of others; however, acceptance of others may be a construct more closely related to an individual's personality characteristics than to consequent interpersonal relations with others.

Several coordinated research studies of processes and outcomes in client-centered psychotherapy were undertaken at the University of Chicago and reported in a volume edited by Rogers and Dymond (1954). Butler and Haigh (1954) sought to operationalize the self-concept defined by Rogers as the organized conceptual pattern of the "I" together with the values attached to those concepts. They adapted the Q-sort methodology from Stephenson (1953) using self-referent statements taken from therapeutic protocols. The Q-sort technique allowed each subject to order the self-referent statements as they pertained to him. The measure of value associated with this pattern was obtained by comparing the self Q-sort to the subjects ideal sort of the same items. The lack of discrepancy between self and ideal sorts was taken as an indicator of adjustment and self-acceptance. Large discrepancies were interpreted as signs of maladjustment.

Butler and Haigh (1954) used the self-ideal discrepancy measure to test 25 subjects before and after therapy. The mean correlation between self and ideal sorts was zero prior to counseling and had increased to an average of .34 after counseling. This increase remained constant in follow-up studies six months to a year later. A "control" group matched on biographical variables but which was systematically different in that its members had not sought therapy, had a mean self-ideal correlation of .58 at the time of the pretesting which did not change significantly.

Dymond (1954) designed a study to determine the relationship between the self Q-sort and an externally judged measure of adjustment. The self-referent statements used in the Q-sort were categorized by clinical psychologists as to those the well-adjusted person should say are unlike him, those the well-adjusted person should say are like him, and those which are irrelevant to one's adjustment. An individual's adjustment score was computed by couting the number of the judged well-adjusted statements which he sorted as like himself. As in the Butler and Haigh study those invoved in therapy showed significant increase in adjustment scores. The "control" group began substantially higher but did not change over time. A T-test of means after therapy showed no significant differences between controls and those counseled. The possibility of the regression effect causing the results was discounted by the author since pre-test score was not correlated with amount of gain among those counseled.

Rogers (1951) believed that successful therapy would reduce the incongruence between an individual's perceived and desired self. Rudikoff (1954) conducted an in-depth study of eight cases to determine if counseling altered the self-concept, the ideal-self-concept or both. The comparisons were made before and after a no-therapy waiting period, therapy, and follow-up. In addition to the self and ideal-self measures the subject's concept of the ordinary person was also assessed. In general the self-concept showed slightly decreased adjustment (using clinicians' judgments) over the waiting period, a significant increase after therapy, with only a slight loss

after follow-up. The perception of the ordinary person decreased and then increased, but was without significant change. The ideal-self was the most stable construct throughout.

Gordon and Cartwright (1954) undertook a study to enlarge upon the findings of Stock (1949) and Sheerer (1949) that success in therapy is associated with increased acceptance of others. The instrument they used was adapted from the California study of prejudice and authoritarian attitudes (Adorno et al., 1950). It was designed to measure attitudes toward other groups of people such as leaders, monorities, sexual deviates, etc., and was a test of democratic attitudes. There was no significant increase in scores on the test associated with success in therapy.

Rogers (1954) proposed that an individual's satisfaction with his phenomenal self can be used as a measure of progress in pshcho-therapy. Using repeated administrations of Q-sorts, as did Rudikoff (1954), Rogers traced the changing relationship between a patient's perceived self and her ideal self during the course of therapy. At the beginning of treatment there was little correspondence between the patient's self and her ideal ($r = .21$); at the end of counseling the correlation had increased to .69. The increased congruence between self and ideal was primarily due to changes in the perceived self rather than changes in the client's ideal self-concept.

Block and Thomas (1955) disagreed with the implications of Rogers' earlier writing that very high self-satisfaction would be an indication of adjustment. Although they expected the two constructs to be parallel along the lower and middle portions of the continuum, they believed very high self-ideal agreement would be elicited from subjects who were defensive and over-controlled, not those who were better adjusted. The Rogers hypothesis that large self-ideal discrepancy is associated with maladjustment was supported by the correlation of the degree of discrepancy with the Hypochondriasis, Depression, Psychopathic Personality, Psychothenia, and Schizophrenia scales of the MMPI. The Block and Thomas hypothesis of the curvilinear relationship between expressed self-satisfaction and personal adjustment was supported when the 10 individuals with the highest self-ideal correlations were compared with 10 individuals near the median and were found to have significantly higher denial scores. Rogers (1954) nad actually hypothesized such a relationship which he designated as a Y hypothesis. He believed that very negative self-references permit a direct interpretation of internal tension, while positive expressions could be either valid and healthy or defensive and morbid.

Cowan (1956) compared scores from two discrepancy measures of self-concept. The self-ideal discrepancy score was used from the Bills (1951) Index of Adjustment and Values discussed earlier. Crown also selected "the stability of self-concept" (SSC) measure from the Brownfain Self-Rating Inventory (1952). The method of obtaining the SSC measure should be carefully explained since it bears on the question of whether the two types of score should have been expected to correlate. The Brownfain inventory contains 25 descriptions, adjectives or phrases (e.g., intelligence, emotional maturity, interest in opposite sex) to which the subject responds on

two different scales:

1. Positive self-concept. Giving oneself every plausible benefit of the doubt on this rating and still give a true rating.

2. Negative self-concept. Doing just the opposite -- not giving oneself benefit of any reasonable doubt for a given rating. This too is presumably still a true measure, however.

The SSC score was defined as the discrepancy score between positive and negative self-concept ratings summed for all items without respect to sign. A logical analysis of the directions suggests that the SSC discrepancy score for each item represents the upper and lower limits of what is rated in the Bills instrument as the self. The ideal self in the Bills scale is an additional dimension. Therefore, it is likely that the Bills discrepancy score assesses a different construct than does the SSC. Cowan found no correlation between the two measures ($r = -.06$ and $.07$ for two different samples). The part of the study which replicated the Bills (1951) study gave substantially the same correlations as those reported earlier.

From previous studies, Fey (1954, 1955) concluded that self-acceptance and acceptance of others measures when combined were better predictors of adjustment than was self-acceptance alone. In the latest study (Fey, 1957), he tested 50 college women with his original acceptance of self and others inventory, the F scale of the Edwards Personal Preference Schedule, and with self and ideal ratings. The high AS-low AO group, as in a previous study, uniquely over-estimated their acceptability by others. The author concluded that the high AS-high AO group seemed healthiest based on negative correlations with the authoritarian scale and with good patterns on the EPPS. The low AS-high AO subjects were significantly higher F scores, lower introception scores, more compulsivity, and over-dependence. The author felt the evidence was strong enough to amend Rogers Y hypothesis. When both self-acceptance and acceptance of others were used as indicators, there was substantial correlation with other measures of adjustment (of course, the influence of defensiveness on the F scale and EPPS was not tested). Fey found that the direct measure of self-acceptance correlated only -.22 with self-ideal discrepancy. The small magnitude of the correlation suggested that some individuals could be satisfied with themselves even if they were far from their self-ideal.

Fiedler, Dodge, Jones and Hutchins (1958) used college students and army personnel to investigate the relationships among several presumed indicators of adjustment. The measure of self-acceptance developed by the authors followed the self-ideal discrepancy model. Instead of using a Q-sort technique, the authors chose a twenty-item semantic differential which was administered twice for actual and ideal self-ratings. The obtained discrepancy scores were interpreted as measures of self-satisfaction and were correlated with the following indicators of adjustment: sociometric status, mean esteem by others, Taylor Manifest Anxiety, health center visits, grade point average, counseling bureau visits and general army adjustment. The only significant correlation was with the Taylor Manifest Anxiety Scale (average of .34 for all three army groups tested, total $n = 397$). The lack of correlation does not answer the

question of whether the self acceptance measure or the other instruments lack construct validity, or both. There was little correlation among the alternative measures of adjustment. The study should, nonetheless, be considered a negative instance in the accumulation of evidence for the construct validity of self-acceptance.

Turner and Vanderlippe (1958) evaluated the standard Butler and Haigh Q-sort as a measure of adjustment. Their findings contradicted the lack of relationship between self-satisfaction and adjustment reported by Fiedler et al. (1958). Students high in self-ideal congruence participated more in extracurricular activities, had higher scholastic averages (also true for Fiedler et al.; but not to a significant degree), and were given higher sociometric ratings by other students. Low self-ideal discrepancies were related to high Q adjustment scores (externally judged) and to several scales of the Guilford-Zimmerman Temperament Survey.

Suinn(1961) attempted a learning theory analysis to explain the relationship between self-acceptance and acceptance of others. In addition to a self-ideal correlation, the Q-sort method was used to obtain "father-ideal father" and "teacher-ideal teacher" descrepancy scores. Degree of perceived similarity between self and the other stimulus object, degree of involvement and amount of self-dissatisfaction were expected to be related to the acceptance of father and teacher. Subjects were 82 male high-school seniors. Self-acceptance was significantly correlated with acceptance of the two significant others ($r = .32$ for acceptance of father and .25 for acceptance of teacher). Perceived similarity with father or teacher was related to the generalization of self-acceptance. The other hypotheses were disconfirmed.

Strong and Feder (1961) reviewed the various attempts to measure self-concept. Their assessment of the many techniques was based primarily on the logical parallels between the specification of the construct and instrument development. Although their survey was comprehensive, their treatment of the self-constructs was typical of theincreasing semantic confusion among the several self-concept variables. As in the case of Bills' (1951) misuse of the term self-concept to mean less than what Raimy (1948) had intended, Strong and Feder (1961) made the meaning of self-concept, self-acceptance, self-evaluation, self-cathexis, and self-esteem less clear by not acknowledging in their review whether the same or different constructs were intended.

The problem of agreement or lack of agreement among several measures of self-concept was addressed directly by Strong (1962). The Butler and Haigh self-ideal Q-sort, the Bills Index of Adjustment and Values and the Worchel Self-Activity Inventory (1957) were administered to 105 randomly selected freshman male college students. Inorder to obtain measures of social desirability influences the same subjects were also asked to mark each test so it would describe the "perfect individual." Although self-ideal discrepancy scores were reported for each instrument and tended to correlate well with the Bills acceptance measure ($r = -.49$), they were not included in the factor analysis. Four factors were extracted using an orthgonal solution. The results were encouraging for construct validity in that social desirability was located in factors separate from the self-concept traits. However, the influence of method specific

variance was high. The labeling of the four factors was as follows: I) Q-sort Desirability; II) Worchel General Self Concept; III) Perceived Self (all three instruments) and Bills Self-Acceptance; IV) Bills-Worchel Social Desirability.

Two articles by Crowne, Stephens, and Kelley (1961) and Crowne and Stephens (1961), were written after the Campbell-Fiske (1959) landmark paper on construct validity. The increased sophistication of these studies and their attention to the construct validity of tests was a dramatic improvement over previous research. Tests administered to college students were the Chicago Q-sort, the Bills Index, the Buss scale (1957) which gave a self-ideal discrepancy score, and the Gough Adjective Check List. They also obtained measures on concomitant variables; the Incomplete Sentences Blank was scored for adjustment and dependency and the Edwards SD scale was used. Although the authors interpreted their results as they pertained to the validity of the tests rather than the validity of the constructs, the obtained correlations are significant for the latter analysis as well. The overall average inter-correlation of the self-acceptance tests was .53. Discriminant validity was shown for self-acceptance tests by their average correlation with adjustment of .34. The non-zero correlation is consistent with the hypothesized relationship between the constructs. The only result which was not compatible with the expected interrelationships was the high correlation of self-acceptance with the Edwards social desirability scale. This finding was the obverse of that reported by Strong (1962) using a different measure of desirability.

Crowne and Stephens (1961) completed a review of assessment methodology applied to self-acceptance. Their survey encompassed essentially the same material summarized in this chapter. They concluded that there were four major problems confounding measurement in this area. They noted that face-validity had been assumed for all of the instruments; as a result they were treated as if equivalent when the highest correlations were on the order of .50. Measuring techniques were being devised independently with attention to operational definitions of self-acceptance, but with little regard for adequate specification of the construct. The theoretical relationships among variables, necessary for investigating construct validity (Cronbach and Meehl, 1955), had not been specified. The summative statement by the authors was that despite the tremendous number of studies "research has contributed an unknown, but perhaps very small, amount of understanding of self-acceptance and its relationships to other personality variables" (p. 119). In addition, Crowne and Stephens believed research had been hampered by lack of representative sampling procedures and by the problem of social desirability reported in their previous study.

Block (1963) responded to the Crowne and Stephens paper with the argument that a disattenuated correlation coefficient is more appropriate when one is interested in the conceptual equivalence of measures (are they converging on one construct?) rather than the functional equivalence or substitutability of instruments. Correction for the unreliability of each test substantially improved the correlations between the different measures of self-acceptance reported in the Crowne and Stephens paper. Unfortunately, the debate quickly became a methodological one (Stephens and Crowne, 1964;

Block, 1964), and the impetus for further investigation of the construct validity of self-acceptance was lost.

Winkler and Myers (1963) completed one of the few studies which reflected on the validity of the construct, self-acceptance, as well as on the validity of the tests. They selected two measures of self-acceptance, both of which unfortunately used the self-ideal discrepancy operationalization of the construct. Fey (1957) had shown that other, direct measures of self-acceptance were not highly correlated with self-ideal congruence scores, which meant to him that an individual could be satisfied with himself even though far short of his self-ideal. If the Butler-Haigh Q-sort and the Bills Index of Adjustment and Values are representative of the construct then the findings of Winkler and Myers seriously undermine the validity of the construct as a distinct trait. The two measures of self-ideal, discrepancy administered to 66 undergraduate psychology students, correlated .57. The lack of discriminant validity is determined by comparing this value to the greater correlations of each of the two measures with the Taylor Manifest Anxiety Scale (-.68 and -.71). The influence of social desirability on scores was not observed to be as great as reported by Crowne, Stephens, and Kelley (1961). The average magnitudes of the correlation of the two self-ideal discrepancy scores with three measures of desirability were .33 and .36.

Summary of Current Status of Construct Validity Issues

Early studies dealing with self-acceptance did not attend to the question of construct validity. Tests were judged to represent the underlying personality attribute of interest on the basis of logical parallels between test construction and descriptions of the construct. Early assessments of self-acceptance were made to examine its relationship to other personality variables such as success in therapy and acceptance of others. The confirmation of positive correlations between self-acceptance measures and these constructs gave further credibility to the self-acceptance tests and to self-acceptance theory (Rogers, 1961).

Although some attention had already been given to the agreement among self-acceptance measures (Omwake, 1954), the publication of the Campbell-Fiske (1959) paper on construct validation substantially increased the attention given this issue in the area of self-acceptance. Still, the more recent studies were concerned with construct validating tests rather than with confirming the theoretical relationship among constructs.

The evidence concerning convergent and discriminant validity, either supportive or not supportive, is limited and defies simple interpretation. For example, convergent validity values of .53 and .57 have been obtained for self-acceptance measures (Crowne, Stephens, and Kelley, 1961; Winkler and Myers, 1963). Self-acceptance has been shown to be distinct from social desirability measures (Strong, 1962; Winkler and Myers, 1963) and to be as highly correlated with social desirability as with several measures of self-acceptance (Crowne, Stephens, and Kelley, 1961). The validity of the construct was supported by the findings of Crowne, Stephens and Kelley (1961) when measures of self-acceptance were appropriately correlated with adjustment (.34) but were discriminated from adjustment (higher

correlations among the several measures of self-acceptance). But the case for discriminant validity was contradicted by the high correlations of two self-ideal congruence measures with the Taylor Manifest Anxiety Scale reported by Winkler and Myers (1963).

The impetus for further study of construct validity seems to have been undermined by the lack of conclusive findings. Nevertheless, researchers in numerous areas of psychology and education are choosing self-acceptance as an important criterion variable, despite the questions of validity of both the construct and its measures. Winkler and Myers (1963) cited six articles appearing in one year's issues of the Journal of Counseling Psychology (Farson, 1961; Lesser, 1961; Renzaglia, Henry and Rybolt, 1962; Shlien, Mosak, and Dreikurs, 1962; Strong, 1962; Williams, 1962) which had used one of two discrepancy measures of self-acceptance. Most studies which adopt a measure of self-acceptance as an outcome variable are introduced by reiterations of Rogers' theoretical expectations for psychotherapy: "The client will change in his perception of self and will change in his perception of others and will become more understanding of self and others, more accepting of self and other..." (Rogers and Dymond, 1954, p. 4). Studies in education which are not directly concerned with therapy outcomes still frequently rely on Rogers (1951, 1961) in specifying the relationship between self-acceptance and adjustment and in emphasizing its importance as an affective goal. Such studies only infrequently refer to the body of literature reviewed here. The continued use of self-acceptance in theoretical treatises (Golembiewski, 1970; Gibb and Gibb, 1968; Berenson and Carkhuff, 1962) and in research studies (Whylie, 1957; Harrington, 1971; Harpel, 1970; Driver, 1958; Broedel, Ohlsen, Proff and Southard, 1960; Coons, McEachern and Annis, 1970; Coons and McEachern, 1967; Rubin, 1967) means that the construct validity question cannot be left a dead issue.

Methodological Literature

The present study also draws heavily on a small body of literature pertaining to the methodology of construct validation. The origin of the notion of construct validity is discussed here as the most appropriate way to define what construct validity is. Although there are several ways to gather information relevant to the construct validity issue, the method which is described in detail in the Campbell-Fiske (1959) multitrait-multimethod approach. The summary of the Campbell-Fiske article is followed by several critiques of their procedure.

The term construct validity was introduced by a APA Committee on Psychological Tests (Technical Recommendations, 1954) at the urging of two of its members, Cronbach and Meehl. Campbell (1967) maintained that the requirement was not new and had been the standard whereby moral knowledge tests, introversion-extroversion tests, social intelligence tests and empathy tests were invalidated and discarded. The APA committee established construct validity as a separate category distinct from content validity and criterion-related validity (predictive and concurrent). A new process was needed whereby a test could be said to measure what it was supposed to measure in the absence of an external criterion.

Cronbach and Meehl (1955) followed the Technical Recommendations with a classic paper on construct validity. Construct validity is necessary whenever measurement is used to generalize the characteristics or personality structures other than those specifically operationalized in the test items. If test results cannot be authenticated by empirical comparisons with a criterion, but are still interpreted to represent certain underlying attributes, there must be some evidence that those interpretations are sound. The Technical Recommendations suggest that construct validity must be evaluated by accumulating evidence from several indirect and fallible sources.

Cronbach and Meehl (1955) described several validation procedures which would increase the knowledge about the underlying attributes being assessed by an instrument. Although their writing was explicitly about determining the construct validity of a test, the procedures they recommended have been applied to the evaluation of a construct's validity as well. "Known groups validation" involves testing directly the postulated differences in tests scores among groups (e.g., church goers and non-church goers) based on an a priori understanding of the construct. Construct validity is also enhanced if two different tests designed to measure the some construct are correlated.

The most important contribution of the Cronbach and Meehl paper (1955) was the introduction of nomological validation. They elaborated on the procedure alluded to in the Technical Recommendations as the integration of evidence from several different sources. Nomological network is the concept they devised to refer to the "interlocking system of laws which constitute a theory" (Cronbach and Meehl, 1955, p. 290). By postulating not only a construct but its relationship to other constructs, it is possible to assess whether the construct is validly measured by a process not unlike triangulation. The process of construct validation requires the determination of which nomologicals in the network are observable (or have observable consequences) and comparing the postulated relationship among observables with the obtained correlations. When the predicted relationships fail to occur, the theorist may wish to respecify either the interpretation of the test, the theoretical relationships in the network, or both. Cronbach and Meehl concluded that the process they were recommending (to assess a test's construct validity) was "not essentially different from the general scientific procedures for developing and confirming theories" (p. 300).

The concept of construct validity was not embraced unanimously by the community of psychologists. Bechtoldt (1967) wrote a dissenting opinion using the arguments of logical positivism. His fundamental quarrel with Cronbach and Meehl was that science could not procede in the absence of operational definitions and explicitly formulated laws. He acknowledged that the predictive ability of a valid construct as specified by Cronbach and Meehl was empirically sound in practice. However, he objected to the idea that meaning could be attributed to a construct because of the appropriate relationship among variables. Bechtoldt stated the logical behaviorists' position which is that "meaning" is given only by "the procedures for presenting the selected verbal statements or items and for combining the weighted responses for each subject" (p. 138);

"significance" is attributed to one measure of a variable if it can be shown to be related to other measures of the same variable and to be related to other variables in accordance with empirical and theoretical laws. Finally, Bechtoldt objected to the bootstrapping involved in construct validation. He believed such procedures would result in the scientist's mistaking definitions for theoretical relations. In his opinion the adoption of an operational methodology would be the only protection against tautologies. This debate has underlying it a fundamental philosophical dispute concerning the nature of inquiry which is not resolved here and has not been settled by the scientific community.

Campbell and Fiske (1959) devised a systematic procedure for investigating construct validity. Theirs was an elaborate solution to the problem posed by Cronbach and Meehl (1955). "If the obtained correlation (between two tests designed to measure the same construct) departs from the expectation there is no way to know whether the fault lies in test A, test B, or the formulation of the construct" (Campbell and Fiske, 1959, p.287). Campbell and Fiske reformulated the problem by treating each test or observation as a "trait-method unit." The systematic variance among subjects' scores is composed of reliable assessment of the construct (or some construct) and a method factor. "In order to estimate the relative contributions of trait and method variance, more than one trait as well as more than one method must be employed in the validation process" (p. 81). The results for the several measures used in this process are presented in an appropriately named, multitrait-multimethod matrix.

The inclusion of more than one trait in an investigation allows one to demonstrate that a theoretical construct can be separated from the other constructs. Campbell and Fiske (1959) specifically formulated the need for discriminant as well as convergent validity. Discriminant validity requires that measures of one construct have little correlation with instruments designed to measure other constructs. In the multitrait-multimethod matrix each construct is measured with each method. In addition to the convergent validity requirement -- that measures of the same construct be closely related -- Campbell and Fiske specified three criteria for evaluating discriminant validity:

1. The monotrait-heteromethod correlations must be greater than the heterotrait-monomethod correlations. Several different methods used to assess one construct must be more highly correlated than are each of the methods correlated with themselves across constructs. That is, the reliable differences among subjects must be attributable to the construct rather than to method.
2. The montrait-heteromethod correlation must be greater than the heterotrait-heteromethod coefficients. Each construct must be distinct from other constructs so that regardless of method there is more agreement within constructs than between them.
3. The pattern of correlations among traits must be the same regardless of whether the same or different methods are used.

Campbell and Fiske (1959) not only provided systematic means of

addressing the issues of construct validity, but also substantially added to the purpose of the investigation. They were interested in considering the validity of the constructs as well as in demonstrating how well a particular instrument measured the construct. Their primary concern, as stated, was to determine the "adequacy of tests as measures of a construct rather than the adequacy of a construct as determined by the confirmation of theoretically predicted associations with measures of other constructs" (p. 100). Nevertheless, like Cronbach and Meehl, the procedures they recommend parallel the basic process of science in formulating and testing theories:

> 1. The test constructor is asked to generate from his literary conception or private construct not one operational embodiment, but two or more, each as different in research vehicle as possible. Furthermore, he is asked to make explicit the distinction between his new variable and other variables, distinctions which are almost certainly implied in his literary definitions (p. 101).

Humphreys (1960) responded favorably to the Campbell and Fiske recommendations but took exception to the strictness of the stipulation against method specific variance. He argued against the requirement that convergent validity must always be greater than the correlations among different traits measured by the same method. If the convergent validity criterion is met and method specific variability is high, one has the option of aggregating across methods to obtain better trait measures. Humphreys attention was directed toward the practical task of developing tests with construct validity. As with Campbell and Fiske, he was not concerned with the relatively smaller importance of method specific variance when considering the theoretical relationships among constructs.

Krause (1967a) disagreed with the APA committee that prepared the Technical Recommendations that the process of construct validity could involve the validation of both test and construct simultaneously:

> Where operational interpretations for theoretical constructs are validated or invalidated by recourse to experimental results, it is inconsistent to use these interpretations to test the propositions involving the constructs in the same theory. Therefore, acceptance of the proposal in psychology to use such a form of validation would logically preclude any possibility of disconfirming the governing theory with data reflecting upon those of its concepts whose interpretations had been so validated. (Krause, 1967a, p. 109).

Although Krause's point of view cannot be answered simply, the most telling comment which demonstrates the difference between his philosophy and that of Cronbach, Meehl, Campbell, Fiske, et al. is his use of the word "proof." Krause suggests that "any investigator who engages in theory testing with measures construct-validated within the same theory proper...is being capricious about a matter of proof which demands ex ante justifiable behavior of him"

(p. 108). Cronbach and Meehl and Campbell and Fiske are offering inductive techniques. They are relying in part on the small probability that observables will occur in the same pattern as postulated by the theory when the theory is not true. In the rare cases when their procedures would make such an error the theory is still not confirmed but is subject to further challenge and test. In any event, satisfaction of the multiple criteria for construct validation does not result in proof.

Krause (1967a) did not offer an alternative procedure for testing the validity of theories. He was more concerned with the practical isssue of construct validating tests (1967b). "To establish the construct validity of a measuring instrument is to convince one's scientific colleagues that it measures the disposition to which its measurements are purported to refer" (Krause, 1967b, p. 277). There are several areas in which a test's construct validity must be demonstrated: substantive, technlogical and semantic. Substantive theoretical construct validity involves the empirical testing of goodness of fit between data and the theoretical model. Technological validity requires the absence of any non-random influence on scores other than the construct being assessed. Semantic validity is not concerned with the operationalization of the construct but with the "logical derivation of the specifications of an instrument from an acceptable conceptual analysis" (p. 283).

Campbell and O'Connell (1967) added to the technical knowledge about the multitrait-multimethod approach by reanalyzing data from previous studies. They treated the matrix of several traits each measured by several methods as an a priori factorial structure of trait and methods factors. Their attention was directed to the method factors which are observable in the multitrait-multimethod analysis as the decrease in correlation when the heterotrait-monomethod values are compared with the heterotrait-heteromethod values. They found that method factors seemed to operate in a multiplicative rather than additive way; that is, larger method loadings were associated with larger trait loadings. The authors believed their findings might have general implications concerning the inappropriateness of factor analysis in other cases where the crossing of two classes of factors do not meet the additivity assumption. Their more specific conclusion, related to the issue of construct validity, was that relationships among constructs might be better represented when method is held constant rather than varied.

Jackson (1969) was convinced, as were Campbell and O'Connell (1967) that factor analysis is inappropriate for evaluating a multitrait-multimethod matrix because method variance cannot be assumed to be independent of trait variance. Jackson also disapproved of informal attempts at interpreting the matrices since informal procedures could not take into account fluctuations in the magnitude of correlations as a result of sampling error. In addition, simple inspection of the matrix would result in varied conclusions depending on the number and similarity of traits included in the analysis.

Jackson (1969) proposed multimethod factor analysis as the best means of evaluating convergent and discriminant validity of measures across the methods of measurement. Multimethod factor analysis avoids the problem of similar trait and method structures by

defining method variance as the variance specific to a given method of measurement; it precludes, however, the identification of method factors. Method variance is eliminated from the factor analysis by orthogonalizing the diagonal monomethod matrices prior to a principal components analysis and rotation of axes. The resulting matrix contains only variance common to more than one method of measurement. The subsequent factor solution can be compared with the initial traits postulate to see if the several methods designed to measure one construct load on a single factor and if the several traits appear as distinct factors. The requirement made by Campbell and Fiske (1959) that methods be maximally dissimilar is a much more serious prerequisite for the use of multimethod factor analysis. If methods are not independent, the factor solution will result in factors which are in part determined by method overlap, according to Jackson.

Boruch (1970) recommended the multitrait-multimethod model for experimental psychology in lieu of a randomized design. He advocated a "maximum likelihood procedure" based on factor analysis. Boruch's factor analytic procedure produces methods as well as trait factors. He did not discuss whether his analysis compensates for the problem of nonorthogonality between traits and method.

Althauser and Heberlein (1970) used counter-examples to demonstrate how the use of the multitrait-multimethod matrix could lead to improper inferences. The Campbell-Fiske (1959) desideratum for convergent validity, for example, could be met without true convergence if the assumption of independence of methods was not met. Of course, Campbell and Fiske had already specified the necessity for independence of methods; however, as Althauser and Heberlein point out, chances are more likely than not that there will be some unmeasureable dependency among measures. This would be true especially when all methods require self-report from the subject. The second Campbell-Fiske criterion for discriminant validity, that montrait-heteromethod correlations exceed neterotrait-monomethod correlations, is the only condition which Althauser and Heberlein believe will lead to appropriate inferences. When that criterion is not met, method-specific variance or method dependency is appropriately recognized as the cause.

Althauser and Heberlein suggest an alternate model for construct validation based on path analysis. Although this model has its problems, e.g., when more than the minimum number of traits and methods are included there is not a unique solution for determining a model, the intricacies of their model are not as important for this study as the meaning of their criticisms for future application of the multitrait-multimethod procedure. In general, their examples of how mistakes can be made with the multitrait-multimethod matrix only reiterate the original cautions made by Campbell and Fiske. The Althauser and Heberlein arguments should remind those who would use the multitrait-multimethod approach as a cookbook solution that the method is not sufficient for arriving at conclusions with specified degrees of confidence. The understanding that construct validity is a continuous process -- rather than the result of a single analysis -- should prevent misinterpretation or over-generalization from a particular multitrait-multimethod investigation.

As in his previous paper, Krause (1972) does not approve of

assessing construct validity in the absence of validated criteria. The thrust of his arguments is that the Campbell-Fiske multitrait-multimethod requirements are not stringent enough to assure validity if passed; at the same time the convergent-discriminant tests are not currently upheld as strict standards, failure to pass is frequently overlooked as evidence of invalidity. Krause does not consider the possibility of testing constructs using the multitrait-multimethod approach. The matrix has practical application in that a measure which passes the criteria has greater validity. However, Krause remains skeptical that several measures designed to measure a construct are necessarily measuring that construct simply because they have high intercorrelation (p. 179). He recommends that identification of that which the several measures converge on depends on their "semantic construct validity" (Krause, 1967a).

Although earlier emphases were on construct validation of a specific test, it is acknowledged that construct validity refers to the simultaneous validating of the test and of the construct (Fiske, 1971). The validation process requires the theoretical specification of constructs and their measureable manifestations, the relationships among constructs, and the distinctions between constructs. A construct increases in validity if the postulated relationships can be demonstrated empirically. One method of systematically testing the appropriateness of agreement and disagreement between measures of constructs is the multitrait-multimethod approach outlined by Campbell and Fiske (1959).

The multitrait-multimethod approach is not a conclusive technique whereby construct validity can be confirmed or disconfirmed for a given group of measures or traits. Although some specific statistical techniques have been proposed for interpreting the multitrait-multimethod matrix (Jackson, 1969; Boruch, 1970), the interpretation depends ultimately on the subjective judgment of the scientist. This is especially true when the criterion for independence among methods may not be met. In addition to the ordinary problems of sampling error and errors of measurement associated with inferential problems, the multitrait-multimethod approach may give a different picture depending on the constructs included in the analysis. (If maximally dissimilar traits are used the criteria for discriminant validity may be easily and falsely passed.) The multitrait-multimethod matrix is a tool which requires careful application in a multi-stage process of construct validation.

Chapter II
STATEMENT OF THE PROBLEM

Two constructs can be derived from an individual's subjective description of his attributes and his reported feeling about these attributes. Self-assessment refers to one's subjective description of his attributes, while self-acceptance refers to his feeling about them. Self-acceptance should therefore be manifest in the feeling or affect associated with one's self-assessments. Further specification of self-acceptance in the literature assumes that an individual has made a genuine self-assessment which involves recognition of ones weaknesses as well as ones strengths. The self-accepting person, aware of both his strengths and shortcomings, enjoys and values himself. The self-rejecting person considers himself of little worth and is likely to have other symptoms of maladjustment.

Self-appraisal resulting in self-acceptance is based upon the individual's own set of values. Although the literature concerned with the development of self-acceptance does not discuss the relationship between the individual's subjective values involved in self-acceptance and the values of others, his values are probably related to the values or social norms of the society of which he is a member. However, in order for the distinction between self-assessment and self-acceptance to be valid the affect or value associated with self-assessments must not be entirely, externally determined. As a factor in personal adjustment, the conceptualization of self-acceptance depends on the possibility that two individuals with the same characteristics, subjectively reported, may have different feelings about themselves, different levels of satisfaction.

The purpose of this study is to evaluate the construct validity of self-acceptance. If self-acceptance functions as described in the literature it should be empirically distinguishable from self-assessment.

Acceptance of others was selected as an additional construct to be included in the study because it had been theoretically designated as related to, but distinct from, self-acceptance. Evidence supporting this relationship would enhance the validity

of self-acceptance. Acceptance of self and acceptance of others have been formulated as parallel constructs. Sheerer's (1949) basic definitions of the two constructs, using examples, have not been contradicted by subsequent studies. Both constructs use the word acceptance which denotes the feeling of equal worth for self and others and the tendency to respond positively to self and others despite one's recognition of specific faults in oneself as well as in others.

The problem of construct validity requires a simultaneous evaluation of tests and constructs. Do several different means of assessing self-acceptance yield similar results? Are the several methods of measuring self-acceptance sufficiently parallel so that the object of converging measures can be accurately labeled self-acceptance?

The usefulness of a construct, and hence its validity in personality theory, depends on its demonstrable relationships with other variables, as postulated, and on its lack of redundancy with other variables. Self-assessment and acceptance of others measures are included in the investigation of the construct validity of self-acceptance to test the relationships and distinctions specified in the literature.

Chapter III
METHODS AND PROCEDURES

Design of the Study

Construct validation requires the simultaneous observation of relationships between several measures of each of the constructs of interest. In order to determine accurately the relative importance of overlapping concepts or test-specific correlations, if was necessary to measure each of the three constructs -- self-acceptance, self-assessment, and acceptance of others -- by each of seven methods selected for this investigation. Several instruments were included in the study initially because they were exemplary measures of the construct from previous studies or because they were developed by the author to parallel directly the description of self-acceptance. Additional instruments were developed to complete the method by trait matrix.

INSTRUMENTS

Five-Point Rating Scale

The Berger scale of Expressed Acceptance of Self and Expressed Acceptance of Others (1952) was adopted from the literature because the evidence for its validity (criterion-related) is more extensive than for most other measures. It was thought to be important to include successful measures of the constructs so that evidence of convergent validity, if obtained, would not be dependent on the author's unique operationalization of the constructs at the item level.

The Berger instrument (Appendix B) was not altered for inclusion in the study. The title was changed to "Five-Point Rating Scale" to avoid direct identification for the subect of the attitudes being assessed. The Berger scale is actually two scales corresponding to two categories in the multitrait-multimethod matrix, the measure of two constructs by a single method. The 36 items measuring self-acceptance and 28 items measuring acceptance of others

are interspersed and administered as one test.

The original instructions for the Berger were reproduced reminding the subject:

> "This is a study of some of your attitudes. Of course, there is no right answer for any statement. The best answer is what you feel is true of yourself."

The response mode, which we have designated as a five-point rating scale, is a modified Likert scale. The subject responds to each item by writing a 1 for "not at all true of myself," a 2 for "slightly true of myself," a 3 for "about half-way true of myself," a 4 for "mostly true of myself," and a 5 for "true of myself."

Five-Point Self-Rating Scale

The Berger scale did not provide for the measurement of self-assessment in the modified Likert modality. Therefore, self-assessment items were developed by the author to form a "Five-Point Self-Rating Scale" (Appendix C). In addition self-acceptance items were written which strictly followed the theoretical model, stating the affect associated with a self-assessment. Phrases such as "I am happy with," "I am bothered by," "It upsets me," and "I am embarrassed by" were coupled with statements which appeared in other items as straight-forward self-assessments.

The Berger scale of self-acceptance and the self-acceptance subtest of the "Five-Point Self-Rating Scale" doubly satisfy the multitrait-multimethod requirement in the self-acceptance category. The self-acceptance and self-assessment items are mixed together in the "Five-Point Self-Rating Scale." The format of the "Five-Point Self-Rating Scale" was made visually as well as technically the same as for the Berger. The response mode was also the same with only this variation in instruction:

> This questionnaire is designed to facilitate self-evaluation in a number of personal areas. Of course, there are no "correct" answers. The best answer is what you feel is true of yourself.

Each item in the five-point rating scales receives a score from 1 to 5, as marked by the subject, representing the continuum from "Not at all true of myself" to "True of myself." Items are reverse scored when the content of the statement is negative, either self-rejecting or rejecting of others. After the appropriate items have been reverse scored, two self-acceptance scores, a self-assessment score, and an acceptance of others score are obtained by summing item scores for each scale. A high score indicates a large amount of self-acceptance, acceptance of others, or very positive self-evaluation.

FIRO-B

The modified Likert format was duplicated in the acceptance of others category as well by the selection of the Fundamental Inter-

personal Relations Orientation - Behavior (FIRO-B) for inclusion in the study. The FIRO-B (Appendix D) instrument, developped by William C. Schutz, comprised six sub-scales corresponding to Expressed and Wanted behavior in the areas of inclusion, control and affection. The following table is reproduced from the manual and presents in the author's words the type of wanted or expressed behavior ascribed to a high scorer on each of the sub-scales.

FIRO-B was chosen because the Expressed Inclusion and Expressed Affection sub-scales were expected to be measures of acceptance of others. The words which the author used to typify positive inclusion describe behaviors which would be expected of one who is accepting of others, "associate, interact, ...attend to, ...togetherness, ... pay attention to, interested, ..." Negative inclusion is said to be connotated by "exclude, isolate, ...withdrawn, abandon, ignore." Expressed Affection even more directly parallels the acceptance or rejection of others. Terms used to exemplify positive affection are "love, like, emotionally close, personal, intimate, friend..." Negative affection is typified in "hate, cool, dislike, emotionally distant," and specifically, "rejecting" (Schutz, 1967, p. 5).

Table B

Names and Symbols for FIRO-B Scales

	Expressed Behavior	Wanted Behavior
Inclusion	e^I I make efforts to include other people in my activities and to get them to include me in theirs. I try to belong, to join social groups, to be with people as much as possible.	w^I I want other people to include me in their activities and to invite me to belong, even if I do not make an effort to be included.
Control	e^C I try to exert control and influence over things. I take charge of things and tell other people what to do.	w^C I want others to control and influence me. I want other people to tell me what to do.
Affection	e^A I make efforts to become close to people. I express friendly and affectionate feelings and try to be personal and intimate.	w^A I want others to express friendly and affectionate feelings toward me and to try to become close to me.

(Schutz, 1967, p.5)

The time required to complete the FIRO-B test is short, approximately 15 minutes for all six sub-scales. Therefore, the entire inventory was administered rather than excerpting the Expressed Inclusion and Expressed Affection sub-scales. Test booklets were purchased; the only alteration made was the crossing out of the space provided for the subject's name.

The items which were grouped according to their wording were to be answered using one of two modified Likert scales. Some items, such as, "I try to be with people" are answered as to frequency of occurrence on a scale from 1 to 6. A score of 1 is assigned to "usually," a score of 2 for "often," a score of 3 for "sometimes," a score of 4 for "occasionally," a score of 5 for "rarely," and a score of 6 for "never." Other items were responded to using a scale which depicts the number of people for which the statement would be a true reflection of the subject's feelings. For example, to the statement "I try to be friendly to people," the subject would respond on a scale from 1 to 6. A score of 1 indicates the statement is true of the subject's behavior toward "most people," a score of 2 for "many people," 3 for "some people," 4 for "a few people," 5 for "one to two people," and 6 for "nobody."

The six-point scales represent a positive to negative continuum of the behaviors. Positively stated items were reversed scored so that a high scale score would indicate a high positive degree of the particular interpersonal behaviors. The author's division of items into the six sub-scales was carefully followed. The author's scoring key was used to confirm the positive and negative end of the continuum for each item. However, there was one major difference between the scoring system adopted and that proposed by the author. Schutz's procedure dichotomizes the responses, every item has only a certain number of answer categories, ranging from one extreme toward the middle categories, which are all scored equally as one point toward the relevant scale score. For example, item 45, "I like people to invite me to join their activities," would be scored as zero if the subject wrote 3, 4, 5 or 6 (sometimes, occasionally, rarely, never) and would be scored 1 on the wanted inclusion scale if the subject answered 1 or 2. Item 3, "I join social groups," would be scored positively if the subject answered 1, 2, 3, or 4. On the basis of the information available it appeared that the scalability of the items according to the Guttman criteria was determined by the item content and not by staggered cut-off points in item scoring. For example, all of the items on the wanted inclusion and wanted affection scales are scored positively only if the subject chooses the one or two most extreme categories. Therefore, ordering of items within a scale is not dependent on cut-off points.. Since altering the scoring would not change the scalability of the items but would increase the amount of information represented by the final score, the entire six-point scale was retained. This change in the scoring procedure makes scoring much easier and is further justified by the lack of evidence in the psychometric literature that differential weighting improves either the discriminating function or validity of instruments. Scale scores were a simple sum of the numbers recorded by the subjects after the reverse scoring of positively-worded items had been done.[1]

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[1]The very high correlations between the scoring procedure

Judgments About Self

A "Judgments About Self" checklist (Appendix E) was developed to parallel one aspect of the semantic description of self-acceptance, that is, the lack of negative affect associatec with negative self-assessments. Appropriately, the subject reads through the inventory checking his faults. After he is finished he is asked to go through the instrument a second time indicating how much it bothers him that he possessss each negative characteristic checked.

As part of an earlier study (Shepard, 1971), the checklist was administered to 42 graduate and undergraduate volunteers from an educational psychology class and two advanced statistics courses. As a result of the analysis of those data, the instrument was judged to be functioning adequately so as to be included in this study. Encouragement as to its construct validity derived from two observations. There was much less than complete overlap between the judgments score and a simple summing of the faults checked unweighted by the degree of expressed concern. The two scoring procedures correlated only .50. This suggested that the amount of worry caused by negative self-assessments might be a different construct from the amount of negative self-assessment (represented by the summative score). The possibility of using the Judgments measure to assess two different constructs, using weighted and unweighted scores, was further supported by a differential pattern of correlation for the two scores with a semantic differential measure of self-acceptance. The first Judgments score intended to measure self-acceptance by weighting faults with degree of concern, correlated .42 with the semantic differential measure of self-acceptance. The straight sum of faults had a near zero correlation with the semantic differential measure of self-acceptance.

The directions for the "Judgments About Self" checklist were modified after the pilot study as a result of a content-analysis review of the instruments made by a clinical psychologist. The denotation of the items in the checklist as "faults" was changed to a less pejorative term in order to attempt to avoid the combination in the subject's mind of the affect associated with self-evaluation and the objective self-assessment itself. The corrected instructions were as follows:

> Here is a list of human weaknesses or negative characteristics. Read through the list and consider each statement and decide if it is generally a true statement about you or generally false. If it is generally true for you mark column A; if not, mark column B. Be sure to mark every statement.

The checklist is 32 items long. At the end of the inventory the subject encounters these additional instructions:

> Now, in order to finish the questionnaire, go back through the list and reconsider all of those checked "A,"

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devised for the FIRO-B by its author and the procedure adopted for this study are reported in the results section, p. 90.

true for you, and decide how much it bothers you that you have this characteristic. Use the scale below to indicate your degree of concern about the statements which are true of you. Write the number from this scale on the line to the right of the statement.

This characteristic bothers me:

1. Not at all (I never thought about it except to answer the question.)
2. A little (I know this is a negative trait but I still consider myself a worthwhile person.)
3. Somewhat (I don't like this trait in me but I am not too concerned; nobody's perfect.)
4. More than somewhat (I will be moderately dissatisfied with myself as long as I have this trait.)
5. Very much (I will be very dissatisfied with myself as long as I have this trait.)

The self-acceptance score is computed by summing the concern weights assigned by the subject to each of the items. Statements which the subject said were not true of him were scored zero. Negative traits which were marked true by the subject were scored 1 to 5 according to the above scale. If a negative statement was marked true but a bothered score was not recorded the individual score was given his own average concern score as the score for that item. The total score indicates how bothered the subject is by negative self-assessments. A high scorer is someone who is self-rejecting.

A self-assessment score is obtained from the "Judgments About Self" instrument as a tally of the number of negative attributes checked without attention to the associated degree of concern. A high score is an indication of very negative self-assessments.

Q-Sort

The Q-Sort technique was included as an assessment method in the study because in addition to the Berger it is a popular measure of self-acceptance. As a measurement mode the Q-Sort requires that the subject order statements, in this case self-descriptions, along a continuum from most like me to least like me. To improve the psychometric properties of the instrument, and to facilitate the comparison of two Q-Sorts, the subject is required to arrange the statements along the continuum so that they approximate a normal distribution. The sorting of self-statements results in a profile for the subject which can be summarized in a single statistic.

The most important use of the Q-Sort as a measure of self-acceptance has been to determine the agreement between actual and ideal self-perceptions. Such a coefficient, the correlation between self and ideal sorts, was introduced by Butler and Haigh (1954) as a measure of self-esteem. Their elaboration of the underlying construct corresponds exactly to the explication of self-acceptance put forward in this study. They introduced the comparison with an ideal self-concept because they said the ordering of self-perceptions does not provide any clues as to the values associated with the "self-concepts" (read assessments). "For instance, an individual might say,

"I am intelligent and glad of it" (or "I am not stupid and glad of it"). He might say, "I am introverted and am unhappy about it" (Butler and Haigh, 1954). The self-ideal discrepancy score indicates not only the individual's perception of himself as possessing each characteristic, but also the degree to which he values this state.

Butler and Haigh adopted one-hundred self-referent statements by sampling from available therapeutic protocols. Their instrument was inappropriate in its original form for this study for two reasons. The Q-Sort of 100 items was too long to be administered to subjects who would also be taking Q-Sort tests measuring the other constructs and a battery of invertories measuring each construct by every method. Also, a content analysis of the original stems (Appendix F) revealed that some stems were straight assessment statements but some were more appropriately classified as self-accepting items; for example, "I am satisfied with myself" or "I dislike my own sexuality." Since the rationale for the Butler-Haigh coefficient was that self-acceptance would be observable in the relationship between the self and ideal sorts, not in the location of self-accepting statements on the continuum, the instrument could be shortened and purified by having the subject sort straight self-assessment items along the self and ideal continua.

The original Butler-Haigh items were classified into self-acceptance stems, self-assessment stems, and those which were unclassifiable (when the distinction between the two constructs could not be made clearly). These two lists of items were the basis for the development of new Q-Sorts to measure each of the two constructs. To satisfy the requirements of the multitrait-multimethod matrix of Q-Sort measure of acceptance of others had to be developed. Items were selected from the Butler and Haigh instrument to represent the whole range of the construct. A number of very positive and very negative items were eliminated because they were expected to have little variance. Additional items were written to fill in along the continuum, to make the number of positive and negative stems about equal, and to add areas of self-evaluation which would not be assessed otherwise. A few items were excluded because it was believed they would not be scaleable. For example, "I am responsible for my troubles" could be ascribed to a self-accepting or self-rejecting person depending on the magnitude of the "troubles." After 26 items had been selected for the self-acceptance scale, 26 parallel items were written to form an acceptance of others scale.

One measure of self-acceptance is the correlation between an actual and an ideal self-sort of the self-assessment items. This discrepancy score has no counterpart in the self-assessment category. Therefore, a product-sum score was computed for self-acceptance, self-assessment (actual and acceptance of others sorts). In anticipation of this summative scoring procedure judges were asked to rank order items in each of the three tests.

Judges were graduate students in educational research and understood both the Q-Sort measurement technique as well as the constructs underlying each of the three scales. Six judges were asked to order the statements within each instrument from most positive to most negative; ties were allowed. The rankings for each item were averaged. The items were arranged according to their mean-rank score. The final configuration for each instrument was checked against the original ordering by each judge. If the relative posi-

tion of any two items did not agree with those assigned by at least four of the judges, ties were induced since those specific differences in rank (produced by greater variance for some items than others) were reliable. The resulting scales (Appendix H) were a 15-point scale of self-acceptance, a 13-point scale of self-assessment, and a 14-point accentance of others scale.

Each statement was punched on a computer card along with its item score (rank determined by judges). The four sets of cards, acceptance of self sort, self-assessment (actual), self-assessment (ideal), and acceptance of others were duplicated for each of the subjects. The cards were interpreted so that the self-referent statements but not the item weights were legible for the subject. The four sets of cards were labeled on card decks A to D for easy identification. The subjects were not told the construct measured by each sort.

The instructions (Appendix G) pertaining to the four Q-Sorts were written on the outside of an envelope containing the four computer decks. In front of each set of cards were seven yellow cards designed to help the subject identify the sorting columns. The seven cards were printed as follows:

```
STACK 7 ( ONE CARD)    ***MOST LIKE ME***
STACK 6 (TWO CARDS)
STACK 5 (SIX CARDS)
STACK 4 (EIGHT CARDS)    ***NEITHER VERY LIKE ME
                            OR UNLIKE ME
STACK 3 (SIX CARDS)
STACK 2 (TWO CARDS)
STACK 1 (ONE CARD)     ***LEAST LIKE ME***
```

The instructions were illustrated with a picture of cards arranged with the correct number in each stack. The instructions were long and were revised after three trial administrations of the Q-Sorts tests. Such care was taken because these tests were believed to be the most complicated in the battery.

A computer program was written[2] to accept four decks from each subject and to signal inappropriate data in the field. Unique alphanumeric codes for each of the 26 statements in the self-assessment decks were used to compare the self and ideal sorts as to the location of each card and to compute a correlation coefficient. The program then reads the item weight for each statement in a given deck, adjusts these scores to center around zero (rather than around eight or seven), and multiples each item weight by the location weight assigned it by the subject, cards in stack 1 (least like me) score one, etc. The subjects product-sum scores for self-acceptance (deck A), self-assessment (deck B), and acceptance of others (deck D) are the sum across items in a deck of the item weights times the location weights. A high score on each test represents a positive manifestation of the construct.

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[2]Special thanks to Larry R. Nelson, Laboratory of Educational Research, University of Colorado.

Word Rating Scale

A self-acceptance measure using a semantic differential format was developed as part of a preliminary study (Shepard, 1971) in which the "Judgments About Self" instrument was also pilot tested. Although the Judgments Checklist was not altered significantly for inclusion in this study the semantic differential instrument was changed substantially. Copies of the original "Acceptance Measure" as well as the final "Word Rating Scales" are included as part of the Appendices (I and J, respectively). The "Acceptance Measure" appears, at first, to be an assessment of others device rather than an assessment of self. The subject was given four semantic differentials and asked to rate each of four individuals known to him on a set of 15 bi-polar adjectives. Person A was someone whom the subject thought highly of, Person B was not so highly regarded but was still regarded positively, Person C was an individual moderately rejected by the subject, and Person D was someone strongly rejected. At the end of the questionnare the subject was asked to rate himself on the same fifteen scales. The subject's self-acceptance score was determined by his location of himself on the continuum from Person A to Person D. His ratings of himself as to intelligent-not intelligent, loving-unloving were compared with his ratings of the four individuals who represented varying degrees of acceptability to him.

In the pilot study (Shepard, 1971) the "Acceptance Measure" correlated .35 with a Likert-type measure of self-acceptance and .42 with the Judgments instrument. Considering the very small dispersion of scores these correlations were thought to be sufficiently large to warrant further consideration of the instrument.

The "Acceptance" semantic differential was revised for inclusion in this study because of a content validity problem. The original instrument was confounded by the expectation that a self-accepting person would be able to acknowledge his faults; therefore, it is possible that on any pair of bipolar adjectives the self-accepting subject might score himself lower (compared to his own rating of Person A) than would a defensive subject or someone who has positive attributes but is not self-accepting.

The "Word Rating Scale" developed for this study is comprised of adjectives pairs which are less specific than those used in the original instrument. It was believed that affect would more directly influence that response if the ambiguity of the stimulii was increased. The new adjective pairs were used by Osgood, Suci, and Tannenbaum (1957, p. 242) in a personality study comparing the distance from MY ACTUAL SELF to MY IDEAL SELF as a ratio to the distance from MY LEAST LIKED SELF to MY IDEAL SELF. The scales included 9 from the evaluative dimension: happy-sad, beautiful-ugly, clean-dirty, honest-dishonest, valuable-worthless, good-bad, pleasant-unpleasant, fair-unfair, and healthy-sick; 3 from the potency dimension: large-small, deep-shallow, and strong-weak; 4 from the activity factor: active-passive, sharp-dull, hot-cold, and fast-slow. Other scales were added which they thought were particularly relevant: calm-excitable, adaptable-inflexible, self-assertive-submissive, and tense-relaxed. For this study self-assertive-submissive was arbitrarily replaced by black-white because the second pair is less specific.

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The directions of the "Word Rating Scales" were improved so that acceptability of the four persons rated, Persons A through D, was more clearly stated, as pertaining to the affect associated with assessment. The instructions were as follows:

> List the names of persons of your own sex whom you know personally who best fit each of the following descriptions. (You need only identify them so that you know who they are; use a nickname, initials, call them "Mr. B" or "Miss X" or whatever.)
>
> | | Code Name | Description |
> |---|---|---|
> | A. | _____ | A person whom you are very accepting of; you are aware of this person's faults as well of his virtues and you are comfortable in his company and enjoy being close to him. |
> | B. | _____ | A person whom you midly accept. Considering this person's strengths and weaknesses you still feel him to be a worthwhile person and have warm feelings toward him. |
> | C. | _____ | A person whom you moderately reject; someone whose negative traits annoy you; someone you do not feel warmly toward. |
> | D. | _____ | A person whom you strongly reject; someone whose company you find unpleasant. |
>
> On the next two pages there are sets of rating scales which you are to use to describe the four individuals you have chosen above.

The subject receives four scores descriptive of the discrepancy between his rating of himself and each of the four persons. Each score is the sum of the squared discrepancies for each comparison of adjective pairs. The square roots are more appropriate distance measures and can be interpreted so as to allow a comparison of the relative distance between ME and Person A and ME and Person D. An additional score is computed as the ration of the ME-A distance to the ME-A plus ME-D distance; the denominator represents the entire continuum from A to D. This final score assumes, of course, that the ME

value is between A and D and not more extreme than either of them.

A random half of the bipolar adjectives were reversed positioned placing the positive descriptor first. This was done to avoid the influence of the position effect whereby the subject is led by the format into a response set and does not answer each item independently of the level of response to other items.

Two short self-assessment instruments were constructed in the semantic differential mode. The first is the evaluative items from the self-acceptance measure, simply scored by adding across adjective scales rather than comparing the item-scale ratings to the four persons. A second scale was comprised of more specific, adjective pairs representing the subjects physical, intellectual, or social self, e.g., effective-ineffective, coordinated-uncoordinated, and sociable-unsociable. The subject's rating of himself on each adjective scale is score one to five with five at the positive pole. The final score is the sum across 14 adjective pairs.

The acceptance of others measure is the same set of 20 adjective pairs used in the self-acceptance device. The subjects are given these instructions:

> Now your task is to rate "other people" on this same set of scales. Of course, all "other people" are different and it is difficult to choose words to describe them as if they were one other person. What you should do is think of your impression of other people in general. Think of what most people are like whom you see in shopping centers or at football games. Think of your impression of strangers you meet as well as of friends. Now try to describe that general impression of other people by marking the scales below.

The final score is the sum of the one to five ratings after reverse positioning has been taken into account.

The use of "other people" as the stumulus for a semantic differential has many potential difficulties. The task, to consider all other people as an entity, may be so difficult as to introduce many more variables other than the subjects acceptance or rejection of others into the response pattern. If this were the case the semantic differential instrument would not correlate with other measures of acceptance of others. Since the success of the stimulus stem cannot be predicted a priori it was decided to use the same rating scales with more specific stimulii.

Three short segments of video tape were put together to be rated by the respondents. The first two segments were excerpts of two different women talking about their personal problems. The video segments were taken from a longer tape made by Harrington (1971). The women were actually actresses playing certain roles. In the context of the Harrington study they had been instructed to give contradictory cues as to what they were feeling; the video tape was used as a measure of sensitivity. Each woman faced the camera and spoke as if to a counselor or personal friend. The particular segments were selected from the longer tape because the portrayals seemed particularly convincing; the contradictions between content, voice tone and expression seem to reveal a genuine ambivalence that each woman feels in her confusing situation. The first woman is unmarried and pregnant. She says she is happy about it and is ready for motherhood; the non-verbal cues suggest she is not completely happy and may have a number of anxieties about having a baby.

The second woman is getting a divorce and talks about the advantages of being free; her voice and posture convey depression, however, and at one point she is near tears.

The third tape segment is not a performance. It was taken from a tape made for a study by Hemer (1972) about modeling in counseling. In the final segment two women are talking to each other. They talk candidly and with warmth, they acknowledge the camera and talk about their discomfort, they talk about their close friendship.

The "Video Tape Word Rating" (Appendix K) presented the same set of twenty rating scales with "First Woman," "Second Woman," and "The Two Women Talking" as the three objects to be rated. The instructions to the subjects were:

> You are going to be shown a short video tape which has three parts. You are to rate the individuals in each of the three segments using the scales below. The third segment is a conversation between two women; you are to give your reaction to the two of them together. The film of the first person you are to rate will be shown twice so that you can become familiar with the task.
>
> Please write the code number of your test battery in the upper right hand corner of this sheet.

The scoring procedures are the same for the "Video Tape Word Rating" as for the summative scoring of the others and self-assessment semantic differential. A high score reflects a generally high positive rating of four particular individuals.

Forced-Choice Questionnaire

Edwards (1954) used a forced-choice format to control for a social desirability response set. The term social desirability refers to the tendency for individuals to fake good on personality inventories. This response tendency is not the same as lying and does not refer to the subject who, for whatever motive, misrepresents himself as he answers questions. The social desirability set refers to the inclination of subjects to choose the more socially approved response when more than one option is true for them. Edwards specifically defined the response set as "the tendency of subjects to attribute to themselves, in self-description, personality statements with socially desirable scale values (as determined by an independent group of judges) and to reject those with socially undesirable scale values" (Edwards, 1957, p. vi).

Although there is no standard procedure which can take into account very different individual views as to the social desirability of a given response, the forced-choice format does control for the response set for most individuals if there is fairly good consensus among respondents (as well as among judges) as to the relative social acceptability of responses. In a forced choice test the subject is presented with a series of item pairs, matched as to their judged desirability, and told to choose the statement which is more true for him. If the subject perceives the choices to be equal in their social acceptability or unacceptability he will more probably choose the statement which is nearer the truth and his answer will more likely reflect some significant information about his personality or his true view of himself.

The Personality Orientation Inventory (Shostrom, 1966) was the source

of most of the item stems used to construct the forced-choice instrument. The POI had been selected for inclusion in the study at one of the earliest stages because it contained scales which attempt to differentiate self-acceptance from general positive self-regard. More careful content analysis, however, revealed that Shostrom's operationalization of the two constructs at the item level failed to maintain the distinction sufficiently to meet the criteria for this study. For example, "I am not afraid of myself" is an item in the self-regard scale as well as "I feel free to be myself and bear the consequences." In the context of this study each of these statements would be treated as self-accepting. Whereas, "I do not always tell the truth," taken from the self-acceptance scale is more a straight self-assessment since the emotional import of the assessment is not known for a particular subject.

A POI-based, forced-choice instrument was constructed by the author to assess each of the three constructs. Each of the 150 items in the POI were read and classified as self-accepting statements, straight self-assessments, acceptance of others statements or irrelevant stems. Many of the items from the original instrument remained unclassified because one or both of the readers could not decide if they were representative of a particular construct or clearly irrelevant to all three. The POI was not designed to measure self-evaluation, therefore, 14 new items were written to measure self-assessment. The classifiable items from the POI and the newly constructed statements were submitted to two groups of graduate and undergraduate students in education to be rated on social desirability. These 50 "judges" were given the following directions to help in their rating task:

> We need your help in evaluating some items which will be used in a research study in May. You are not to answer the items as if you were taking the test yourself. Instead please rank the "social desirability" of each statement. Social desirability refers to the tendency for many subjects to make themselves look good on a psychological test. Frequently this means that they choose answers which they believe are more acceptable on the basis of group norms. This causes a measurement problem because it often makes everyone appear the same even if they are actually different in their levels of adjustment. In order to control for this tendency we need to know beforehand how socially desirably each item is. Your ranking should indicate how important you think it would be for a subject to answer "Yes" to a question if he were trying to represent himself in a favorable light.

Judges were provided with an illustration of sample items marked on the rating scale. In addition these examples were given:

> Examples of items with a great deal of social desirability would be:
>
> C. I am not racially prejudiced.
> D. I am honest.
>
> An example of an item with moderate social desirability

would be:

C. I am not racially prejudiced.
D. I am honest.

An example of an item with moderate social desirability would be:

E. I can accept criticism.

An example of neutral social desirability would be:

R. I dream frequently.

Items with negative social desirability were not included because in the forced-choice format the subject's failure to select a negatively-worded self-acceptance statement could not necessarily be given the same value toward a final score as the selection of a positive self-acceptance item.

The self-assessment items appeared to be very easy to rate as to social desirability, as there was a large amount of agreement among judges. Items intended to measure self-acceptance, acceptance of others or irrelevant personality variables could not be rated consistently. Further difficulty in creating matched pairs was caused by the tendency for only the self-assessment items to be given extremely high scores. This made it impossible to match every self-assessment stem with an irrelevant item equally high in social desirability; therefore, some additional stems were written which were judged to be commensurately high in social value on an a priori basis.

The means ratings given each item are tabled in Appendix L. The ratings were made on a seven-point scale. The amount of agreement among judges is reflected in the standard deviation for each item which is also tabled. The final "Forced-Choice Questionnaire" (Appendix M) is comprised of item pairs in which a construct relevant statement is matched with an irelevant stem so they have equal mean social desirability scores and approximately equal variability. Statements referring to self-acceptance, self-assessment, and acceptance of others are always paired with irrelevant fails to avoid the problems of ipsative measurement. Since the interrelationships of the constructs is of interest it is important that a high score on one construct not be dependent on a low score on another.

Subjects were given the following instructions:

> This instrument presents you with a number of pairs of statements. You are to read each pair of statements and then choose the one which is more true for you. Mark the statement which is closer to the truth as applied to you. For example:
>
> A. I have curly hair.
> B. I believe it's important to save for the future.
>
> These statements may both be true for you or both may be false for you. You are to pick the one that is closest to a true statement for you. If you have a difficult choice, but do the best you can. Of course, if you have curly hair and do not believe in

saving for the future then the obvious choice for you is A. Write the letter of your choice on the line to the left of the item number.

If the subject chooses the construct relevent stem he is given a score of two. The distractor is scored one. Item scores within a subtest are totaled to arrive at a final score. A high score, for each construct, indicates a high positive amount of the attribute.

Incomplete Sentences

Although the tests discussed above represent several methods of assessing the constructs, if the term method were construed in a larger sense the aforementioned tests would all be examples of a single modality -- data derived from subject's self-report. The selection of the last two tests included in this study was made in an effort to gather additional data which would not be dependent on self-report.

The sentence completion test is a quasi-projective means of attitude assissment. Although the subject may still edit and control his responses, there is some significance attached to the answer he selects from the universe of all possible responses. The Rotter Incomplete Sentences Blank (1950) was used as a model for the development of a new sentence completion questionnaire which was likely to elicit responses scoreable as to self-acceptance, self-assessment, or acceptance of others.

The scoring examples in the Rotter and Rafferty manual (1950) were taken from the ISB responses of 58 male and 53 female college students ranging from very well adjusted to those thought to be in need of psychotherapy. The sample response for each of 40 items were frequently responded to with sentences which reflected the subjects self-assessment, extent of self-acceptance or acceptance of others. Ten sentence fragments were retained from the Rotter instrument and were expected to most frequently represent the constructs according to the following scheme:

Self-Assessment

I can't . . .
I am very . . .

Self-Acceptance

I feel . . .
I regret . . .
I failed . . .
I . . .

Acceptance of Others

Men . . .
People . . .
Most women . . .
Other people . . .

The stem "Boys..." was changed to "Men..." and "Most girls..." was

changed to "Most women..."

Additional stems were written which were expected to give each of three constructs about equal representation. Of course, no special instructions were given to the subjects to suggest that each response should be relevant to a particular construct.

In "Incomplete Sentences" test (Appendix N) was scored by six judges working independently. The scoring instructions used to train the judges, who are doctoral students in educational research, are included in Appendix O. Their instructions included a thorough definition of the constructs, a scoring format for items as well as a total-score procedure, and examples along a five-point continuum for each of the three constructs.

Subjects were assigned to judges using a Greco-Roman design. Every judge read every subject's tests, but scored each third according to a different construct. The same group of subjects was scored twice for every construct but the same team of two judges was never duplicated. The design is best presented pictorially:

Table C

Assignment of Judges to Subjects for Scoring Incomplete Sentences

	Subject Number		
	1 2 3 ··· 46	47 48 ··· 92	93 94 ··· 137
Self Assessment	Judge A Judge B	Judge D Judge E	Judge C Judge F
Self Acceptance	Judge C Judge D	Judge A Judge F	Judge B Judge E
Acceptance of Others	Judge E Judge F	Judge B Judge C	Judge A Judge D

The judges assigned final scores on a one to seven scale for each of the constructs. A high score represents a positive manifestation of the construct. After the computation of interjudge reliability the two scores obtained for each subject on each construct were averaged to arrive at the ultimate score used in the multitraitmultimethod analysis.

The Thematic Apperception Test is a true projective device. Although it does not need high psychometric standards of good interjudge reliability and criterion validity (Adcodk, 1965; Kleinmuntz, 1967), it is still a popular instrument in research and clinical practice. The TAT was not designed originally to assess the specific constructs considered by this study; it was intended rather to be a broader measure of personality, general adjustment and motivating needs. The TAT is, however, a set of relatively ambiguius stimuli to

which researchers frequently attach their own set of interpretations. As stated in the review of the literature, the TAT has been adapted to measure numerous, more specific variables. It was hoped that a more specific set of scoring procedures developed for this study would not only increase the relevance of the TAT to this study, but also would so structure the interpretations that interjudge agreement would be enhanced.

Six cards were selected from the TAT for administration is this study. The selection of cards was not done randomly; an effort was made to identify a priori those cards which would most likely produce material scoreable for the three constructs. Twenty TAT protocols gathered as part of a projective tests course and cited in textbook case studies were read in attempt to identify the most useful cards. Only six cards were chosen in order to limit the testing time to approximately 30 minutes:

Card 1. A young boy contemplating a violin which rests on a table in front of him.

Card 2. Country scene: In the foreground is a young woman with books in her hands. In the background a man is working in the fields and an older woman is looking on.

Card 4. A woman is clutching the shoulders of a man whose face and body are averted as if he were trying to pull away from her.

Card 10. A young woman's head against a man's shoulders.

Card 12F. The portrait of a young woman. A weird old woman with a shawl over her head is grimacing in the background.

Card 15. A gaunt man with clenched hands is standing among gravestones.

These descriptions are taken from the manual provided by Murray (1943, p. 18-20).

Card No 1 most often generates stories which reflects the extent of the subject's need achievement, therefore, it was included as a stimulus for self-assessment information. Cards No 2, 4, and 10 depict people together and were expected to allow the subject to talk about himself in the context of other people. Card No. 12F occassionally provokes stories which deal with self and an alter ego (woman in background) and was there fore included to encourage stories about death; the process of self-reflection concerning life and death is likely to produce information about self-acceptance. These expectations were only a general guide so as to represent each of the constructs. There are not guarantees that a subject's response will be scoreable on a particular construct or scoreable at all.

The TAT cards were administered by graduate students in education

who may or may not have had previous experience with the TAT. Each administrator was given an orientation so that problems of time limits and prompting (when the subject failed to tell a story or left out what lead up to or what came after the scene in the picture) would be handled consistently. The standard instructions from the Murray manual were read to the subject:

> This is a test of imagination, one form of intelligence. I am going to show you some pictures, one at a time; and your task will be to make up as dramatic a story as you can for each. Tell what has led up to the event shown in the picture, describe what is happening at the moment, what the characters are feeling and thinking; and then give the outcome. Speak your thoughts as they come to your mind. Do you understand? Since you have thirty minutes for six pictures, you can devote about five minutes to each story. Here is the first picture. (Murray, 1943, p. 3)

If the subject took more than 5 minutes for the first or second card the suggested time constrain was repeated. Administrators were instructed not to interrupt their subjects. If the subject merely described the scene rather than making up a story the appropriate part of the instructions was reread. Similarly if the story only accounts for the action in the picture he was reminded: "Tell what led up to the event shown in the picture...and then give the outcome."

The TAT administrators took notes on the stories told by each subject. Tape recordings were also made of each test. The stories were transcribed from the examiner's notes to be scored by trained judges. The tapes were used whenever notes were unclear or incomplete.

The judges who scored the TAT responses were doctoral students who had each had at least one course in projective technique and had administered and interpreted the TAT under the supervision of an experienced user of the test. In addition the judges were given extensive instructions (Appendix P) about the constructs and examples of stories which were relevant to particular constructs. Three pairs of judges working independently read random thirds of the subjects protocols. The final scores were not simple arithmetic averages of scoreable story scores. Final scores were arrived at by the judges by sorting subjects for a given construct until their relative position could be indicated on a one to seven continuum; a high score represents the postivie end of the scale. The scores given by two judges for a particular subject and construct were averaged for use in the analysis.

Subjects

A sampling procedure was devised to insure as heterogeneous a group of subjects as possible. The expected amount of time required, approximately three hours, as will as the ethical considerations in personality assessment made it necessary that all of the participants be volunteers. The neterogeneity of the group was arranged by seeking subjects in a number of different ways rather than by randomly selecting from a larger population of volunteers (such as a population was not available).

An ad was placed in the student newspaper:

> Earn $6.66. Subjects needed to spend 3 hours taking attitude tests as part of a research study. Call X8336.

Approximately 120 phone calls were received in immediate response to the advertisement. The first 60 students who called were signed up for the study. A waiting list was maintained and an additional six students were subsequently called to fill vacancies created when subjects obtained from other sources did not show up.

It was thought that the average adult would not consider six and a half dollars adequate compensation for three hours of his or her time (especially on a Saturday morning or afternoon). In order to avoid obtaining only volunteers who were in need of money the following scheme was used. Permission was obtained from the Boulder Valley Public School District to contact high school groups and to work through parent organizations to enlist subjects. The groups which chose to participate were the Fairview Concert Choir, the Boulder High School Band, and a social studies class at Fairview High School. Prospective participants were contacted by parent phone committees or by the faculty sponsor. Each organization was paid 20 dollars for every triad of two adults and one student who took the tests. A total of 35 adults, usually parents of high school students or parents' friends, and 19 high school students were enlisted following this procedure.

The final group of 17 subjects were residents of Frasier Meadows Manor, a retirement community, who volunteered after receiving a letter initiated by the director. The letter stated that the purpose of the study was to evaluate some attitude tests. Subjects were also told that the testing would take about three hours and that they would not be asked to put their names on the questionnaires. The tests were divided and administered on two different mornings so as not to subject the participants to unduly long sessions.

The total number of subjects tested was 137. Eighty-one of the subjects were female and 54 were men. Two subjects failed to report their sex.

Procedures

The tests were administered in morning and afternoon sessions on two consecutive Saturdays. Each subject attended only one session. Parents, high school students and college students were tested at the same time. In addition, a session attended only by 25 college students was held on a week-day evening. The author and from two to three graduate assistants monitored the testing which was housed in the counseling facility at the University of Colorado. In order to provide an atmosphere which would encourage the participants to take the task seriously every subject was given a separate office with a desk to work in. As many as 30 rooms were in use at one time. The offices are regularly used by the professional staff at the couseling center; each room had adequate working space, which was expecially necessary for the Q-sort tests.

The author acted as receptionist at the counseling center. Attendance was taken in order to keep the financial records accurate but test batteries (with individual code numbers) were passed out to groups

of five or more subjects at a time so that there was no way to associate code numbers with subject names. Each test packet had a page of instructions in front (Appendix A). In the instructions it was stressed that the subjects were participating in a research study. The purpose of the study was to gather information about the validity of the tests, not to evaluate the participants. Subjects were told not to put their name on the tests and were informed of the purpose of the code number to keep together all of the tests completed by one subject. Subjects were urged to answer as honestly as they could. Each subject was given the number of a room and told to work on the written tests. They were also told they would be interrupted twice, once to take an individual oral test and once to see a video tape in a different room. The author orally instructed groups of five ormore subjects, as they received their test batteries, reminding them not to put their names on the tests, to work carefully since plenty of time had been allotted, and to ask questions if any of the instructions or items were unclear "since that's one of the things we'd like to learn about the tests."

The same basic procedure was followed in administering tests to residents of the Frasier Meadows Manor. However, the testing was done at the Manor and may have seemed less formal to the participants since the setting was familiar. Subjects worked in small reading rooms and lounges. As many as five subjects worked in the same room.

The Themantic Apperception Tests were administered to each subject individually. The examiner brought the cards and a tape recorder to the subject's room. In the case of several subjects working near one another at Frasier Meadows Manor the examiner had his own room where the privacy of the subject could be ensured. Groups of from eight to 12 subjects were interrupted in their rooms and asked to come to a separate room to view the video tape. They were given the "Video Tape Word Rating" scale at that time.

Each of the test packets had instructions in front, with space provided to indicate age and sex, followed by the "Forced-Choice Questionnaire." This test was administered first in all cases to avoid any effect of the other tests in sensitizing subjects to the specific personal attitudes being measured, thereby unbalancing the matched social desirability of item pairs. All other tests in the battery were randomly ordered in an attempt to prevent a systematic fatigue effect (if one test were always last) or a constant effect of an early test on the responses in a later test. Since the TAT tests were given every half hour throughout the whole testing time, its order among the other tests was also random. The video-tape administrations could not be scheduled until the graduate assistants had finished showing subjects to their rooms; therefore, the video-tape test tended to be neither very early nor very late in the group of instruments.

Chapter IV

RESULTS AND INTERPRETATIONS

The results of the study consist of a large correlation matrix depicting the obtained relationship between every pair of variables measured. The multitrail-multimethod analysis of the matrix involves the appraisal of the relative magnitude of coefficients in subsets of the matrix. That discussion comprises the largest section of this chapter. Before interpreting the results, two preliminary sections are introduced. A brief explanation of statistical reliability follows immediately. A section entitled Special Considerations is presented before the analysis section in order to justify the exclusion of several instruments which failed to function properly from the discussion of construct validity. The multitrait-multimethod analysis is followed by an evaluation of the influence of measurement artifacts. Corroborating evidence for construct validity is the topic of the final section.

Statistical Reliability

Whenever a sample is used to describe the larger population of which it is a part, the question arises of how reliable the sample statistics reflect the population parameters. There are no standard procedures for answering several of the inferential questions in the multitrail-multimethod matrix analysis. When there are so many interdependent statistics, their distributional properties are not known. Also, the interpretation of the multitrait-multimethod matrix is so complex it cannot be translated into a simple set of decision rules about which one can make probabalistic statements.

The reliability of the correlation coefficients in the matrix is not completely unknown, however. The following figure gives one some help in deciding how much to trust the results of the study.

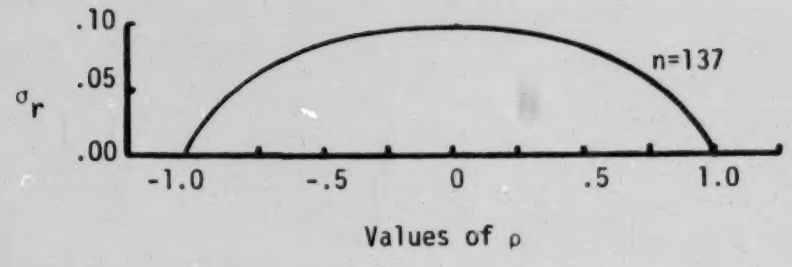

Figure 1. Relative Size of the Standard Error of the Sample Correlation Coefficient (n=137) for Different Values of ρ

The standard error of the obtained correlation is very low when the true value of ρ has a large absolute value. The standard error is at a maximum when ρ is 0.* For a ρ of .5 the standard error about the obtained value will be only .074 for samples of size 137. The amount of error associated with a statistic derived from the matrix is even less when it is the average of several estimates. The increase in statistical stability of the mean of several r's cannot be calculated exactly because of the interdependence of the correlations.

Special Considerations

The purpose of this section is to present the results for some of the instruments and to justify their exclusion from subsequent analyses and interpretation of the multitrait-multimethod matrix. Although one may not legitimately discard tests because they do not confirm one's expectations about convergent and discriminant validity, it is appropriate to eliminate "bad" tests before drawing conclusions about construct validity. The study was intended, after all, to answer theoretical questions about the underlying constructs and should not be impeded by measurement techniques which failed for irrelevant reasons.

Tests should be eliminated from the evaluation of construct validity if they appear to measure nothing but error, if they measure factors other than the intended construct, or if they are a very poor measure of a construct. Construct validation is a simultaneous verification of the existence of an underlying conceptual framework and of the capacity for each given measuring device to assess that concept or construct. The primary concern of this study is, however, to answer the theoretical question of the unity and uniqueness of the construct "self-acceptance." Although the process is very complex and can never be completed in a single step, as a general rule if many instruments designed to measure a particular construct do not correlate well with one another, the construct lack validity; if, however, one instrument fails to correlate with other measures of the same construct which are strongly related to each other, that particular instrument is said to lack construct validity.

It is the latter determination which is made in this section. Instruments which do not adequately measure the construct should not be used to assess the validity (i.e., existence) of that construct.

Table D contains statistical data on all those instruments eventually eliminated from consideration. The instruments are correlated with the tests retained in the study and among themselves. The rationale for omitting each of these tests is presented in the following paragraphs.

All three scales of the "Forced-Choice Questionnaire" were ineffective measures of each of the three constructs. The correlations reported in TAble D for the forced-choice subtests were computed after the measure had been improved by eliminating items which were negatively correlated with the total scale scores (see Appendix M).

The forced-choice format had been developed in an attempt to control for a social desirability response set. Therefore, it cannot be set aside lightly because it does not correlate well with other measures of the construct. The forced-choice instrument could be the most accurate measure of self-acceptance, for example, with the intercorrelations of the other tests attributable to social desirability. If the test is to be discarded it must be on the basis of its poor internal properties as well as its lack of relationship to other measures of the constructs. The issue of social desirability being the possible cause of correlations will be dealt with as part of the discussionnof discriminant validity.

The self-acceptance subtest of the "Forced-Choice Questionnaire" correlated on the order of .22 with other measures of self-acceptance. The question is not whether the correlation is significantly non-zero (it is) but, whether such a correlation indicates adequate assessment of the construct. The correlation coefficient squared, .05, may be interpreted as the amount of variance in the forced-choice questionnaire accounted for by another test, itself imperfectly measuring self-acceptance. The evidence suggests that factors other than the extent of an individual's self-acceptance were important in determining subjects' scores. Therefore, it is not appropriate to treat the test as if it were a pure measure of the construct.

The self-acceptance subtest of the forced-choice questionnaire was the most successful of the three parts. The forced-choice assessments of self-assessment and acceptance of others showed even less of a relationship to other measures of the two constructs. The internal consistency coefficients for each of the subtests are the best evidence available to explain lack of relationship with other tests. The subtests are not consistent measures of anything. After removing the items which were slightly, negatively correlated with the total score, the internal consistency coefficient for the self-acceptance subtest was improved from .20 to approximately .50. Such an instrument cannot be expected to locate subjects reliably along a continuum representing the construct. The other two subtests were even poorer in this respect.

The Thematic Apperception Test used to measure self-acceptance, self-assessment, and acceptance of others failed in general to correlate with any other tests. Inspection of Table D reveals only six coefficients which are significantly non-zero considering all three of the TAT scores crossed with all other tests. Given the total number of correlations this is about what one would expect by chance. (With $\alpha = .05$, four Type I errors are likely to occur for tests of 81 correlation coefficients under the implausible assumption of independence.) Although there is not statistical procedure for determining which of the significant correlations are truly significant (or indeed, which of the "zero" correlations have been incorrectly labeled so), there does seem to be some evidence that the

Table D

Instruments Eventually Eliminated from the Evaluation of Construct Validity

Instruments Retained in the Analysis	Instruments Eventually Eliminated													
	Forced Choice (Self-Acceptance)	Forced Choice (Self-Assessment)	Forced Choice (Acceptance of Others)	TAT (Self-Acceptance)	TAT (Self-Assessment)	TAT (Acceptance of Others)	FIRO-B (Expressed & Wanted Affection) (Expressed & Wanted Inclusion)	FIRO-B (Expressed Control)	FIRO-B (Wanted Control)	Video Tape Rating Scale 1 (Sem. Dif. - Acceptance of Others)	Video Tape Rating Scale 2 (Sem. Dif. - Acceptance of Others)	Video Tape Rating Scale 3 (Sem. Dif. - Acceptance of Others)	Word Rating 1 (Mean Sq. Discrep. A-Me) (Sem. Dif. - Self-Acceptance)	Word Rating 9 ([A-Me]/[[A-Me] + [O-Me]]) (Sem. Dif. - Self-Acceptance)
Judgments About Self (Checklist - Self-Acceptance)	.25	.04	-.13	.08	-.02	-.05	-.03	-.16	-.37	.02	-.09	-.05	-.31	-.10
Five Point Rating Scale (Berger) (Likert-type - Self-Acceptance)	.23	.04	-.11	.18	-.04	.08	.25	-.08	-.35	-.04	.00	.03	-.10	-.15
Five Point Self Rating Scale (Likert-type - Self-Acceptance)	.29	.13	-.13	.08	-.05	-.01	.10	-.02	-.30	-.02	-.06	-.11	-.01	-.08
Self-Ideal Correlation (Q-sort - Self-Acceptance)	.18	.04	-.06	.12	-.09	.00	.10	.02	-.31	.05	.06	-.01	-.25	-.17
Self-Acceptance Product Sum (Q-sort)	.22	.19	-.09	.18	-.08	.06	.19	.07	-.43	.04	.07	-.04	-.19	-.17
Incomplete Sentences (Self-Acceptance)	.12	.08	-.19	.14	-.05	.08	.17	.00	-.27	-.07	-.07	.04	-.16	-.10
Judgments About Self (Checklist - Self-Assessment)	.18	-.05	-.07	.00	-.10	-.01	.02	-.06	-.14	.05	-.09	-.01	-.06	.06
Five-Point Self Rating Scale (Likert-type - Self-Assessment)	.23	.25	-.09	.06	-.15	-.05	.34	.22	-.27	-.02	.01	.15	-.12	-.22
Self-Assessment Product Sum (Q-sort)	.21	.06	-.08	.13	-.04	.09	.16	.01	-.33	.01	.04	-.03	-.30	-.15
Me (1) (Semantic Dif. - Self-Assessment)	.16	.13	-.07	.07	-.20	-.02	.14	.06	-.42	-.07	.15	.12	-.40	-.48
Me (2) (Semantic Dif. - Self-Assessment)	.08	.30	-.09	.07	-.19	-.02	.24	.12	-.43	-.01	.06	.11	-.43	-.36
Incomplete Sentences (Self-Assessment)	.08	.05	-.17	.15	-.03	.10	.22	.16	-.22	-.15	-.05	-.05	-.13	-.10
Five-Point Rating Scale (Berger) (Likert-type - Acceptance of Others)	.17	-.07	.17	-.04	-.04	.02	.20	-.37	-.05	.01	.14	.23	.03	.01
Acceptance of Others Product Sum (Q-sort)	.18	-.08	.05	.18	.23	.18	.13	-.14	-.12	.18	-.05	.06	09	.18
Others (Sem. Dif. - Acceptance of Others)	.10	-.05	.19	.07	.06	.07	.12	-.07	-.06	.20	.05	.21	.05	.03
Incomplete Sentences (Acceptance of Others)	.11	-.07	.06	.24	.23	.17	.12	-.08	-.11	-.01	-.11	.05	.01	.07

(Continued)

Table D (Continued)

Instruments Eventually Eliminated	Forced Choice (Self-Acceptance)	Forced Choice (Self-Assessment)	Forced Choice (Acceptance of Others)	TAT (Self-Acceptance)	TAT (Self-Assessment)	TAT (Acceptance of Others)	FIRO-B (Expressed & Wanted Affection) (Expressed & Wanted Inclusion)	FIRO-B (Expressed Control)	FIRO-B (Wanted Control)	Video Tape Rating Scale 1 (Sem. Dif. - Acceptance of Others)	Video Tape Rating Scale 2 (Sem. Dif. - Acceptance of Others)	Video Tape Rating Scale 3 (Sem. Dif. - Acceptance of Others)	Word Rating 1 (Mean Sq. Discrep. A-Me, Sem. Dif. - Self-Acceptance)	Word Rating 9 ([A-Me]/[(A-Me) + (D-Me)], Sem. Dif. - Self-Acceptance)
Forced Choice (Self-Acceptance)	(.50)	.15	-.04	.01	.01	.07	.03	-.20	-.12	.07	-.03	.14	-.06	.00
Forced Choice (Self-Assessment)		(.43)	.04	-.02	-.09	-.09	.26	.05	-.10	.14	.15	.23	.01	-.12
Forced Choice (Acceptance of Others)			(.15)	-.06	.01	.11	.01	-.07	.06	-.05	-.17	.07	.03	.03
TAT (Self-Acceptance)				(.38)*	.51	.50	.00	.16	-.01	.08	.03	-.03	.08	.07
TAT (Self-Assessment)					(.46)*	.50	-.22	-.05	.18	.07	-.02	-.01	.14	.19
TAT (Acceptance of Others)						(.57)*	-.07	.04	.05	-.01	-.01	-.02	.07	.23
FIRO-B (Expressed & Wanted Affection) (Expressed & Wanted Inclusion)							(.94)	.32	.04	.09	.03	.24	-.03	-.14
FIRO-B (Expressed Control)								(.92)	.09	.00	-.15	-.12	-.06	-.10
FIRO-B (Wanted Control)									(.83)	-.07	-.09	.05	.23	.24
Video Tape Rating Scale 1 (Sem. Dif. - Acceptance of Others)										(.82)	.25	.11	.04	.21
Video Tape Rating Scale 2 (Sem. Dif. - Acceptance of Others)											(.84)	.28	-.10	-.09
Video Tape Rating Scale 3 (Sem. Dif. - Acceptance of Others)												(.88)	.09	-.12
Word Rating 1 (Mean Sq. Discrep. A-Me) (Sem. Dif. - Self-Acceptance)													.57	
Word Rating 9 ([A-Me]/[(A-Me) + (D-Me)]) (Sem. Dif. - Self-Acceptance)														

( ) Cronbach's α internal conisistency

( )* Interjudge reliability

TAT for all three constructs has a consistent, small relationship with the "Incomplete Sentenced" measure of acceptance of others (accounting for two of the "significant" correlations).

Regardless of the interpretations which may be attached to small correlations between the TAT and some measures, the TAT was not a successful measure of the constructs and was not included in further analyses. Those who are convinced that projective tests are the better assessors of personality or that they measure a different true score than self-report measures assess, may argue that the TAT does not correlate well with self-report measures of the three constructs because it is actually measuring something different -- perhaps the real extent of the subject's self-acceptance, self-assessment and acceptance of others uncontaminated by self-report. Although debates about the existence of such personality variables at a conscious or unconscious level or about a subject's ability to answer honestly will not be resolved by this paper, the issue is settled for this study by the low interjudge reliabilities.

Mean interjudge reliabilities for each of the three construct scores are reported in Table D. The correlation for the self-acceptance TAT averaged across three pairs of judges was .38. For self-assessment and acceptance of others the average correlations were .46 and .57, respectively. Acceptance of others was the only construct for which there was greater correlation between judges' scores correlated .51 and .50 with each other indicating that whatever is being measured is probably one factor, not three.

The FIRO-B is the one instrument to be eliminated which was highly internally consistent. It will be omitted from the discussion of construct validity because it measures some thing or things other than the constructs of interest. Particularly, it does not measure acceptance of others as was anticipated. The correlations reported in Table D are for three subscale scores rather than six. The intercorrelation matrix in Table E was inspected in an early analysis. Subsequently, subtests 1, 2, 5 and 6 were combined as one homogeneous variable or factor, FIRO-B(1). Subtests 3 and 4 were treated as specific factors.

Table E

Intercorrelations of FIRO-B Subscales

		1	2	3	4	5	6
Expressed Affection	1	(.87)	.60	.24	.01	.52	.39
Wanted Affection	2		(.76)	.13	.01	.38	.47
Expected Control	3			(.93)	.11	.20	.38
Wanted Control	4				(.82)	-.01	.16
Expressed Inclusion	5					(.82)	.57
Wanted Inclusion	6						(.95)

() Internal cosistency coefficients are reported in parentheses.

The new FIRO-B(1) scale failed to correlate with good measures of acceptance of others. The "other directed" behaviors described as affection and inclusion apparently have only small overlap with "acceptance." However, some unexpected correlations will not be overlooked. The consistent, moderate, negative correlations between FIRO-B subscales to function as expected in relation to measures of others-acceptance causes one to question the scoring procedure adopted in this study. Would different results have been obtained if Schutz's dichotomous scoring of each item had been followed? To ensure that obtained correlations between measures were not distorted by the simpler, continuous scoring procedure used, each subject's test was rescored using the answer keys provided by the author. The very large amount of agreement between the Shepard and Schutz scoring or each subscale is reported in Table F.

Table F

Correlations Between Schultz and Shepard Scoring Methods for Eacho of the FIRO-B Subscales

Subscale Name	Correlation Between Two Scorings
Expressed Affection	.89
Wanted Affection	.91
Expressed Control	.92
Wanted Control	.92
Expressed Inclusion	.87
Wanted Inclusion	.93
Four Similar Scales Combined E^A, W^A, E^I, W^I	.94

As one would expect from the high correlations between the scorings, substituting subject scores obtained from the Schutz key did not alter the relationship of any of the FIRO-B subscales to other variables. Figures 2-8 are provided to illustrate the relationship of the distributions obtained for each subscale by the Schutz and Shepard methods of scoring.

The "Video Tape Word Rating" scales were omitted from subsequent analyses because they appeared to fail to assess a general acceptance of others. Perhaps the "Vido Tape Word Rating" scales are effective measures of the subjects' "acceptance" of each of the three persons rated. The relatively high internal consistency coefficients suggest that the items scores reflect at least a consistent impression of or response to the person viewed rather than the evaluation of specific, unrelated traits. But, it is inappropriate to call this response -- which is possibly acceptance -- acceptance of others. The low correlations among the three ratings clearly indicate that a single construct is not being assessed. The high or low value ratings of each of the three video segments are too specific to the particular stimuli and are not, therefore, general measures of acceptance of others. Although Scale No.3, The Two Women Talking, was correlated .23 with the Berger Measure of Acceptance of Others and .20 with the other semantic differential instrument measuring acceptance of others, these values are not sufficiently large to warrant including them in

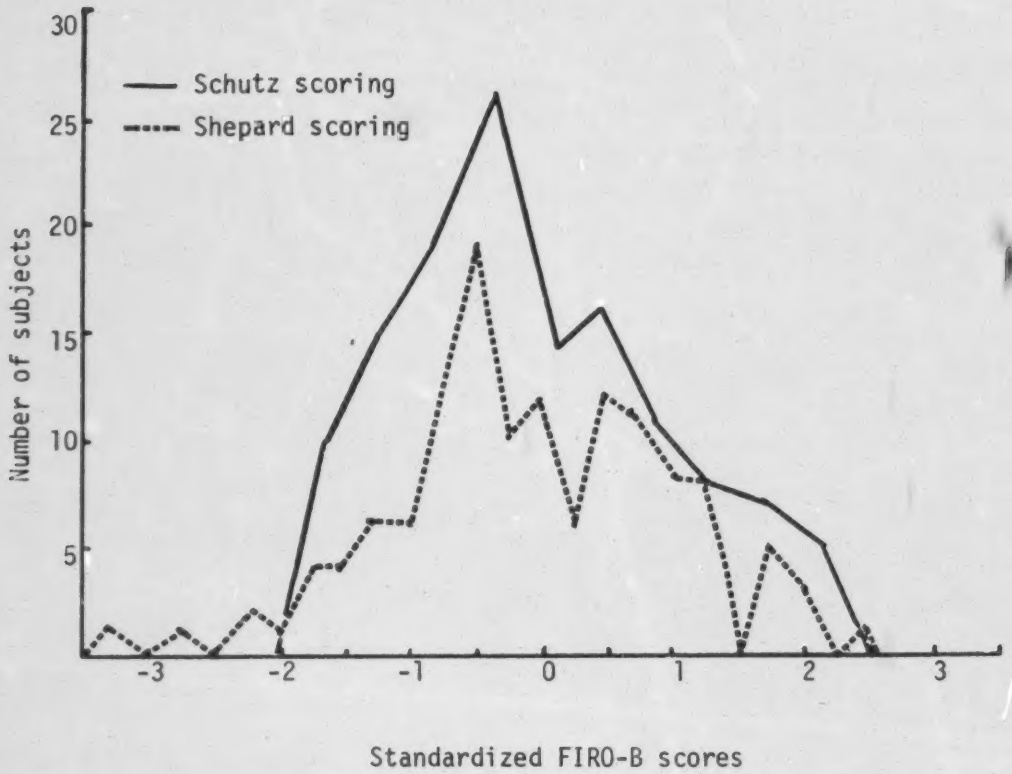

Figure 2. Distributions Obtained Using Schutz and Shepard Methods of Scoring: Expressed Affection

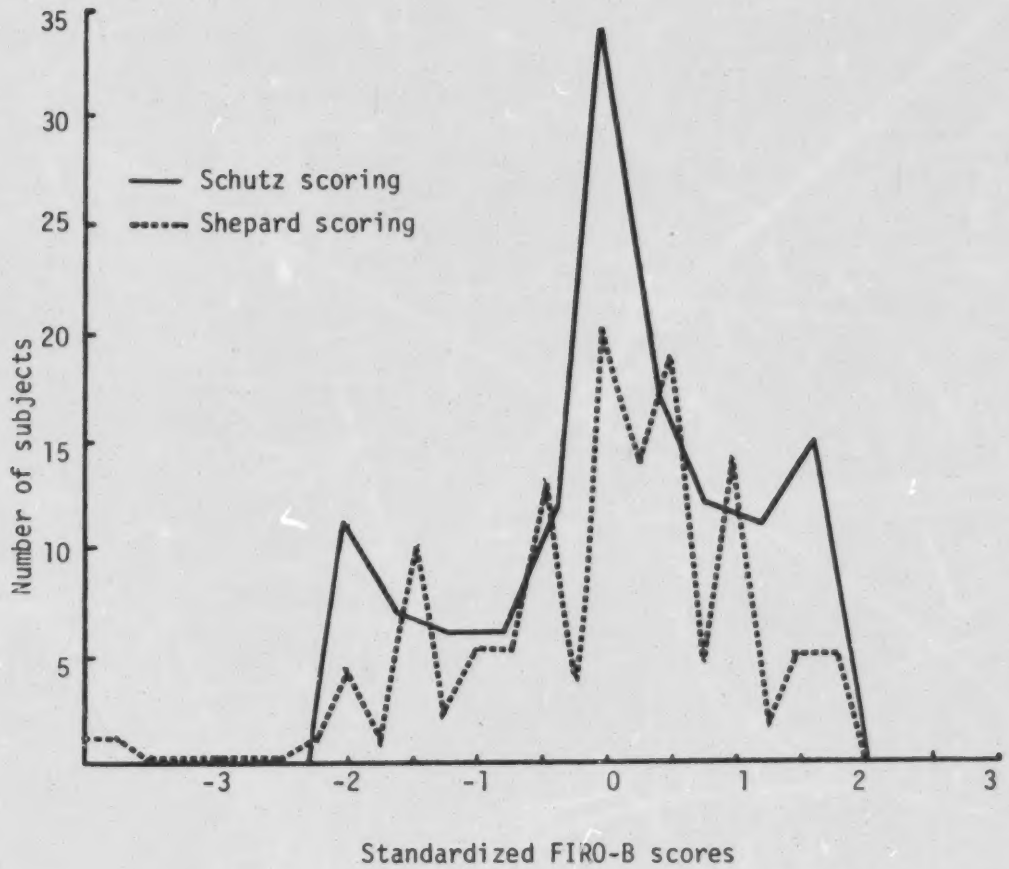

Figure 3. Distributions Obtained Using Schutz and Shepard Methods of Scoring: Wanted Affection

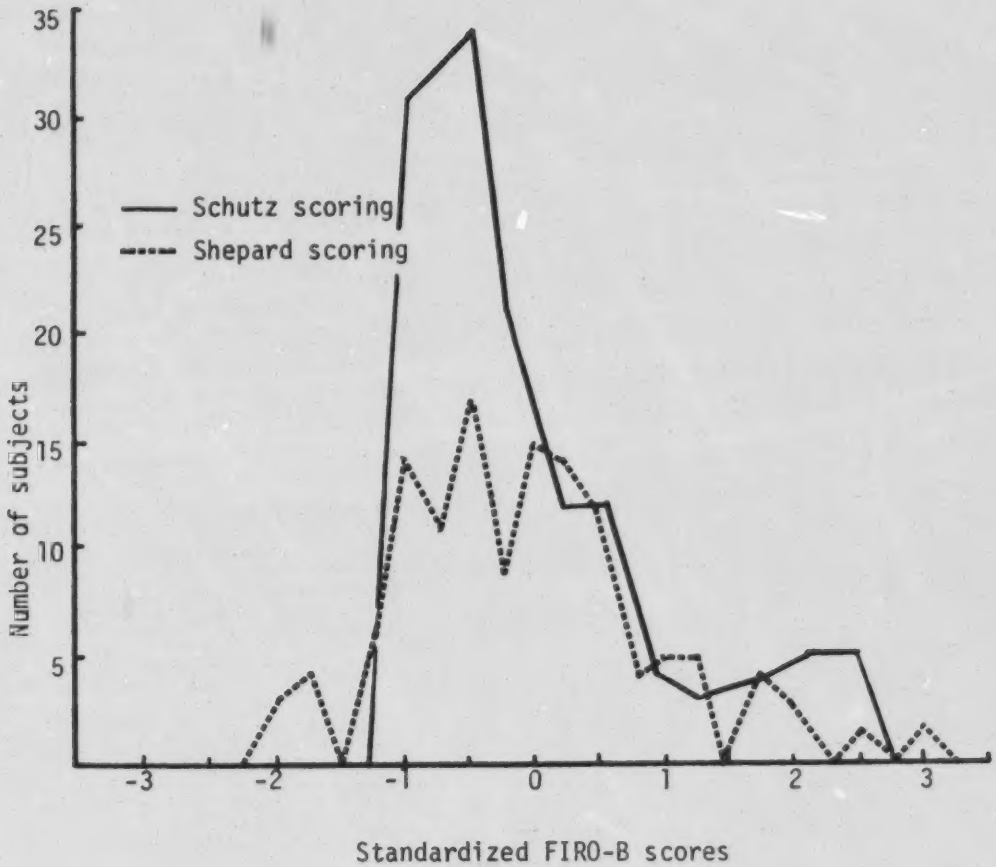

Figure 4. Distributions Obtained Using Schutz and Shepard Methods of Scoring: Expressed Control

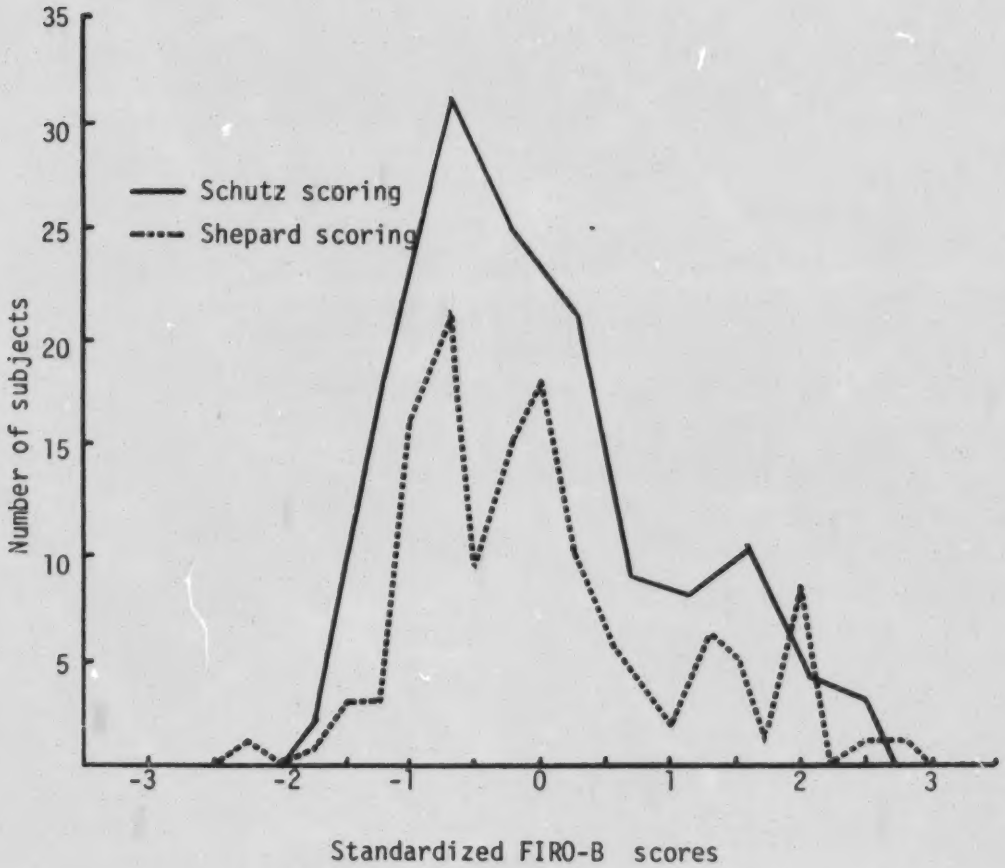

Figure 5. Distributions Obtained Using Schutz and Shepard Methods of Scoring: Wanted Control

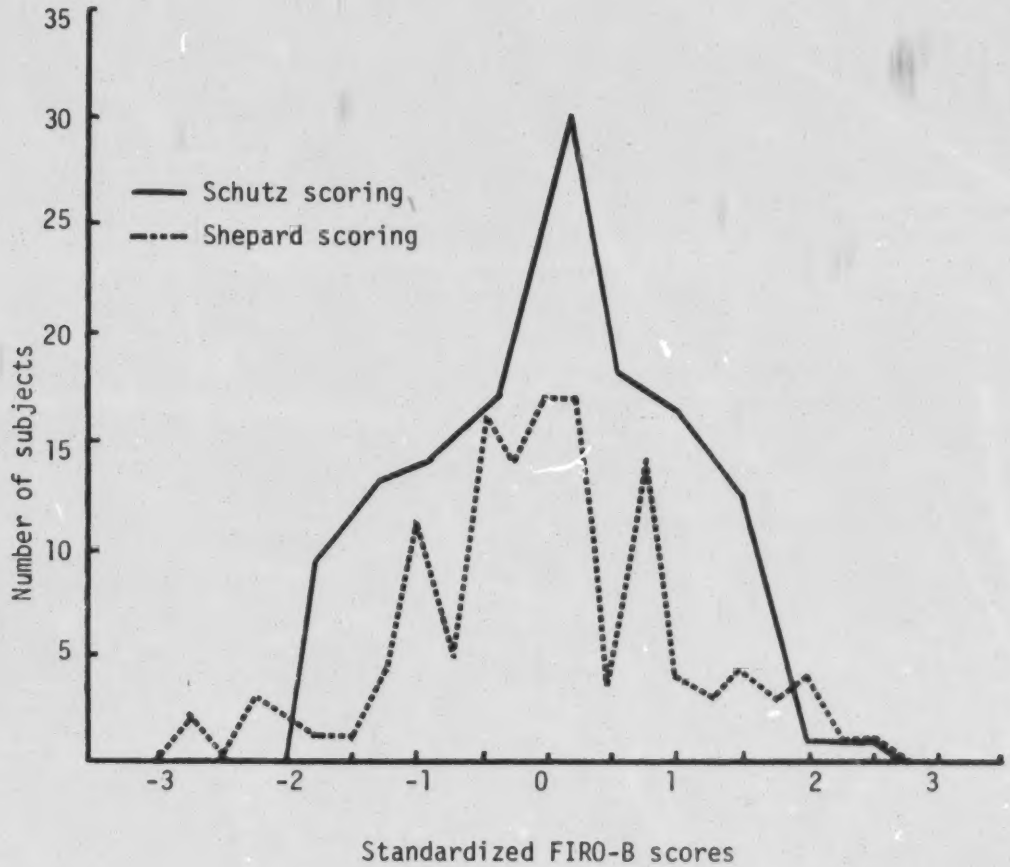

Figure 6. Distributions Obtained Using Schutz and Shepard Methods of Scoring: Expressed Inclusion

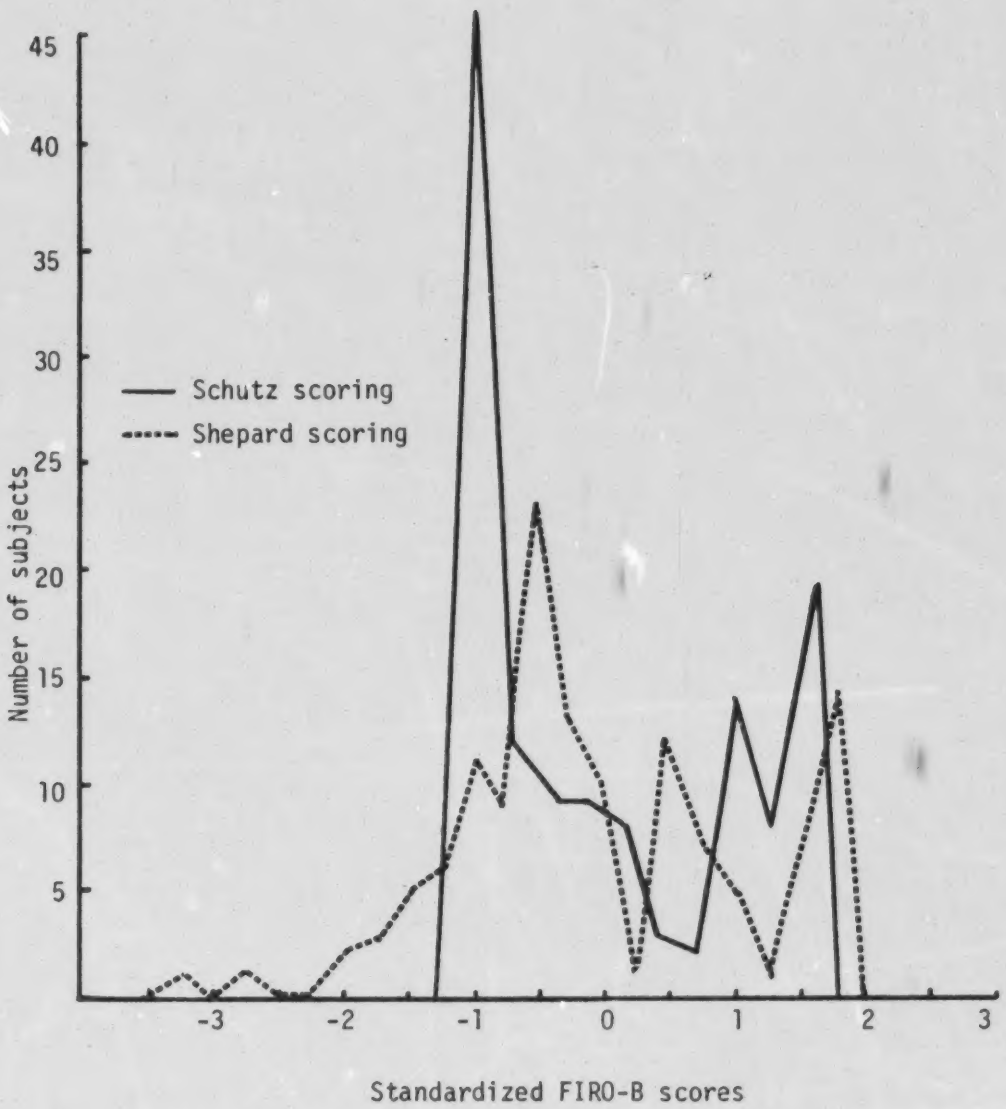

Figure 7. Distributions Obtained Using Schutz and Shepard Methods of Scoring: Wanted Inclusion

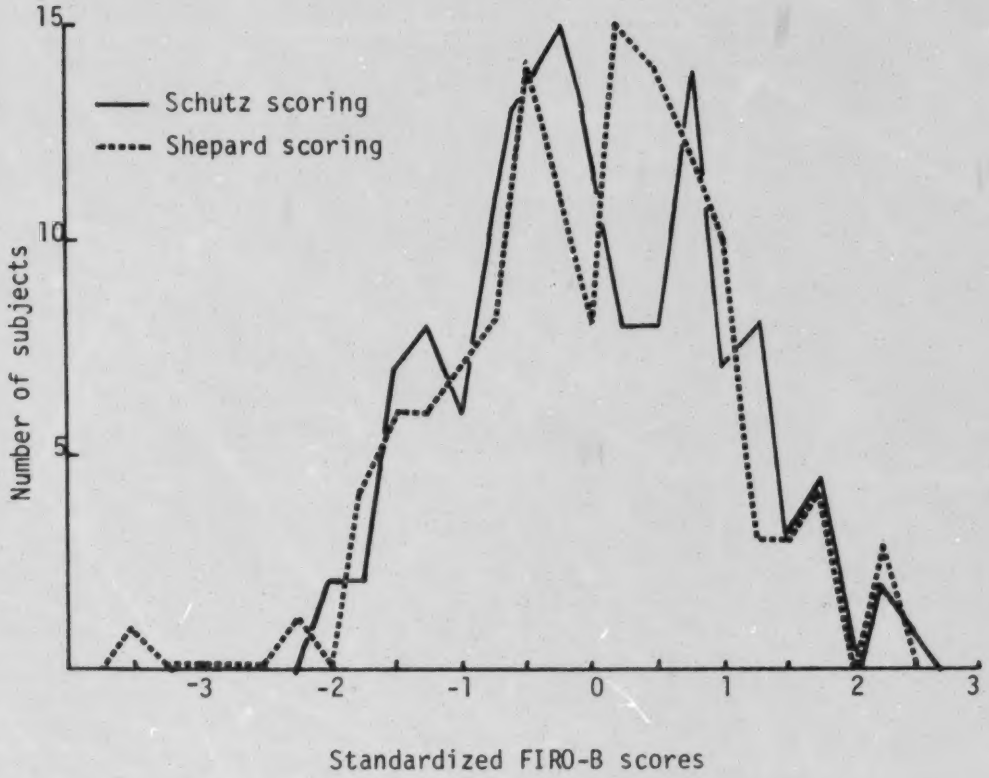

Figure 8. Distributions Obtained Using Schutz and Shepard Methods of Scoring: Composite of Affection and Inclusion Scales

the analysis. It will be apparent in later discussion that the correlations cited above are of a magnitude expected between measures of distinct but related constructs rather than two measures of the same constructs.

The final instrument to be eliminated from the analysis is the semantic differential measure of self-acceptance. The Word Rating score No. 1, referred to in Table D, is the sum of the squared discrepancies between the subject's rating of himself on the semantic differential and his rating of Person A, someone he is very accepting of and has a positive affective reaction toward. Score 9 is the square root of the A-ME discrepancy sum divided by itself, plus the square root of the D-ME discrepancy sum. The two scores are representative of the nine scores computed for the instrument. None of these scores was strongly related to other measures of self-acceptance. The largest correlations were predictably with the semantic differential measures of self-assessment, the first (ME 1) has shared items and the second is still assessment by a common method.

In a different form a semantic differential measure of self-acceptance had functioned moderately well in a pilot study. In both studies each subject rated four individuals known to him using the same 20 adjective pairs. The subject was instructed to choose four individuals, labeled A, B, C and D, to represent a continuum from someone whom the subject very much accepted to someone he strongly rejected. The self-acceptance measure was obtained by comparing the subject's rating of himself on the semantic differential with each of the person ratings. A clue as to why the instrument was ineffective in this study is provided by the intercorrelation of the four "person" scores.

Table G

Intercorrelation of Four Person Ratings on Word Rating Scale

	$(A-ME)^2$	$(B-ME)^2$	$(C-ME)^2$	$(D-ME)^2$
$(A-ME)^2$		.63	.45	.12
$(B-ME)^2$			.49	.41
$(C-ME)^2$				.55

It had been expected that the self-accepting person would rate himself very similar to Person A and very unlike his rating of Person D. The positive correlations between all of the scores rather than inverse relationships between A and B with C or D indicates that the instrument did not function as intended. The A through D ratings certainly did not form a continuum. Subjects apparently developed a response mode whereby they rated themselves similar to all four persons rated or generally unlike all four persons. The final scores were more a function

of this response mode than of the individual's self-acceptance.

Elimination of several instruments from the analysis causes the miltitrat-multimethod matrix to be incomplete. However, the analysis is not jeopardized by the deletions for two reasons. First, most of the instruments eliminated represented a common method across three constructs; therefore, the matrix is not badly unbalanced. Secondly, the relationship between constructs is made clearer by the elimination of the poor instruments. The forced-choice and TAT methods were eliminated for all three constructs. The exclusion of the FIRO-B and "Video Tape Rating Scale" did not create a gap in the matrix since these instruments had duplicate method types within the construct. The only gap caused by discarding inadequate measuring devices is for a semantic differential method of assessing self-acceptance. The multitrait-multimethod matrix remains intact after removing the instruments discussed; each construct is assessed by several measures and every method is used to measure at least two constructs.

Multitrait-Multimethod Analysis

Convergent validity is the first condition necessary for construct validation. Several independent measures of a single construct must be relatively highly correlated to demonstrate that they are measuring the same thing. The operationalization of the construct at the item level is governed for each instrument by the theoretical conceptualization of the construct as well as the structuring imposed by a specific measurement technique. Sufficient overlap among several different measures of a construct is evidence that an underlying manifestation of the construct, and not the effect of measurement techniques, is the cause of systematic variance among subjects.

The correlations reported in Table H indicate a large degree of convergent validity among the several measures of each of the constructs. Separate measures of self-acceptance were on the average correlated .55[3] with each other. The agreement among measures of self-assessment and acceptance of others was not as great; average correlations among tests were .42 and .41 respectively.

The strengths of the relationships among tests should always be evaluated in light of the internal properties of each measure. Two constructs, acceptance of self and acceptance of others, had the highest internal consistency coefficients. This outcome could be anticipated on a theoretical basis since these two constructs are more unitary traits than is self-assessment (as treated in this study). Self-assessment is measured as an aggregate of evaluations of different parts of one's self. The assessments of the subject's intellectual, physical, social, and emotional self may not be highly correlated or consistent. A similar effect, caused by non-parallel parts of an instrument, accounts for the two lowest internal consistency values among measures of self-acceptance. 'Judgments About Self' and the "Five-Point Self Rating" are composed of items expressing affect associated with a number of different self-assessments. Although the rationale

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[3]Hereafter, all values referred to as average correlations were obtained by converting all of the correlations in a category using Fisher's Z transformation, computing the arithmetic average, and reconverting the mean transformed value to a correlation coefficient.

Table H

Multitrait-Multimethod Matrix

		Self Acceptance						Self Assessment						Acceptance of Others			
		1	2a	2b	3	4	6	1	2b	4	5a	5b	6	2a	4	5	6
Self-Acceptance																	
1.	Judgments About Self (Checklist - Self-Acceptance)	(.74)[1]	.66	.55	.55	.57	.58	.58*	.43	.57	.40	.48	.50	.36	.33	.11	.36
2a.	Five Point Rating Scale (Berger) (Likert-type - Self-Acceptance)		(.92)	.65	.53	.72	.59	.40	.56	.54	.48	.41	.45	.52	.37	.07	.32
2b.	Five Point Self Rating Scale (Likert-type - Self-Acceptance)			(.78)	.40	.50	.42	.57	.70	.37	.33	.36	.45	.16	.28	-.03	.31
3.	Self-Ideal Correlation (Q-sort - Self-Acceptance)					.50	.39	.24	.35	.76*	.39	.28	.31	.22	.21	.10	.34
4.	Self-Acceptance Product Sum (Q-sort)					(.71)	.56	.31	.47	.49	.44	.47	.41	.11	.29	.08	.21
6.	Incomplete Sentences (Self-Acceptance)						(.56)	.28	.40	.42	.32	.41	.69*	.17	.24	.07	.28*
Self-Assessment																	
1.	Judgments About Self (Checklist - Self-Assessment)							(.87)	.46	.33	.30	.27	.34	.35	.20	.05	.31
2b.	Five Point Self Rating Scale (Likert-type - Self-Assessment)								(.67)	.40	.41	.59	.45	.28	.18	-.10	.12
4.	Self-Assessment Product Sum (Q-sort)									(.44)	.48	.43	.44	.21	.29	-.06	.15
5a.	Me (1) (Semantic Dif. - Self-Assessment)										(.70)	.60	.27	.27	.07	.05	.10
5b.	Me (2) (Semantic Dif. - Self-Assessment)											(.77)	.41	.12	.01	-.12	.04
6.	Incomplete Sentences (Self-Assessment)												(.59)	.14	.14	-.05	.28*
Acceptance of Others																	
2a.	Five-Point Rating Scale (Berger) (Likert-type - Acceptance of Others)													(.78)	.50	.25	.31
4.	Acceptance of Others Product Sum (Q-sort)														(.65)	.42	.53
5.	Others (Semantic Dif. - Acceptance of Others)															(.87)	.41
6.	Incomplete Sentences (Acceptance of Others)																(.79)
SEX		.04	.03	-.02	-.06	-.06	.02	-.06	-.06	.05	.05	.01	.02	.29	.13	.03	.10
AGE		.31	.34	.14	.17	.17	.13	.21	-.08	.27	.01	-.03	.14	.22	.30	.14	.31

[1] Internal consistency values, reported in parentheses, were obtained for most instruments using Chronbach's α. For sentence completion tests interjudge reliabilities are reported instead. Q-sort reliabilities were computed using Hoyt's formula; Judgments About Self - self-assessment internal consistency value was obtained using KR_{21}.

Negatively scored tests were reversed scaled before including in matrix.

*Underlined coefficients indicate correlations between different constructs using the same method; asterisked values include shared errors of measurement.

for the instruments assumes that the self-accepting person will have a final score which is high in the total amount of positive affect expressed, it does not require that all items be answered consistently.

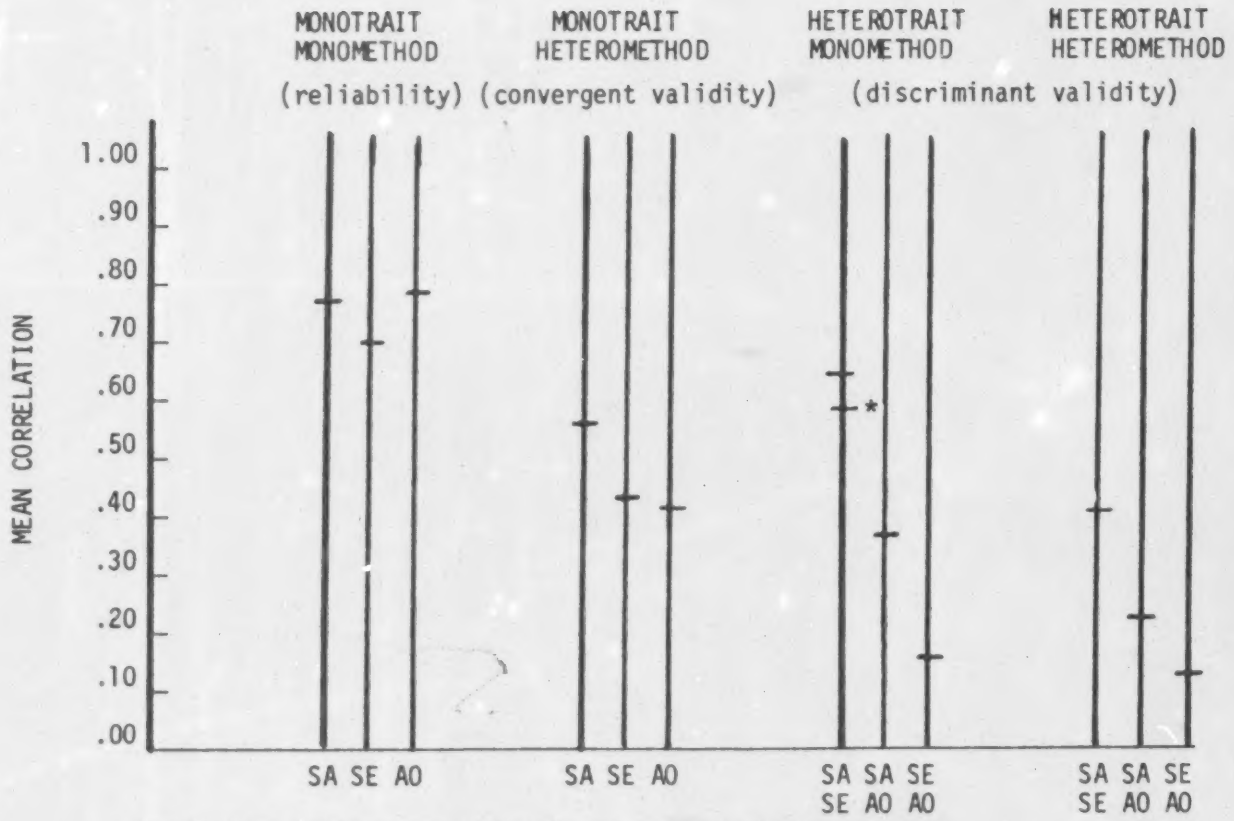
In general, this study was more effective in assessing self-acceptance than in measuring the two related constructs. Measures of self-acceptance had internal properties which were as good or better than those for acceptance of others instruments. There was greater convergent validity among measures of self-acceptance. The more effective assessment of the principal construct perhaps reflects the greater attention given in this study to the specification of the construct and the selection of its operationalization in distinct measurement modes.

The acceptance of others measures had good internal consistency and the highest agreement among subjective judgments made in scoring the sentence completion tests. The limited overlap among the several measures (.41) is more attributable to specific operationalizations of the construct by different measurement modes than to the unreliability of the instruments.

In order to attach meaning to the magnitude of convergent validity correlations, they must be compared to appropiate discriminant validity coefficients. As a second basic requirement of the multitrait-multimethod approach, convergent validity values must exceed their respective heterotrait-heteromethod correlations. For a construct to have validity, measures of the construct must agree with one another more highly than they agree with different measures of different constructs. The relative size of average convergent and discriminant validity values is illustrated in Figure 9. The conditions for distinguishing between constructs are dramatically met for both self-acceptance and self-assessment when compared with acceptance of others. There is some evidence that self-acceptance was discriminated slightly from self-assessment. Self-acceptance measures had an average correlation of .55 with one another across methods, but correlated on the average only .41 with self-assessment, measured by the same array of different methods. Although there is a strong relationship between self-acceptance which cannot be accounted for by self-assessments. There is, however, no discriminant validity for self-assessment from self-acceptance. The correlations among measures of self-assessment are not greater than the correlations between self-acceptance and self-assessment.

Some methods of measurement demonstrated greater discriminant validity than others. The greater the decrease in correlation from the monotrait-heteromethod to the heterotrait-heteromethod category, the better the method performed in distinguishing the three constructs. The comparison of convergent and discriminant validity information is presented separately for each mode of measurement in Figures 10-15. The general level of relationship reported above as represented by the average correlations was fairly consistent for all tests. There was not one measure of self-acceptance which was clearly better than all the rest in terms of its lack of overlap with self-assessment. The semantic differential measure of acceptance of others was in a class by itself with respect to discriminant validity. It had moderate correlation with different measures of acceptance of others but was near zero in its correlation with all measures of the other constructs.

A further, stricter, requirement for discriminant validity, outlined by Campbell and Fiske, is that the correlations between different measures of the same construct be greater than the correlations between



*excluding instruments with shared errors of measurement

Figure 9. Graphic Representation of Multitrait-Multimethod Information Averaged Within Correlational Category

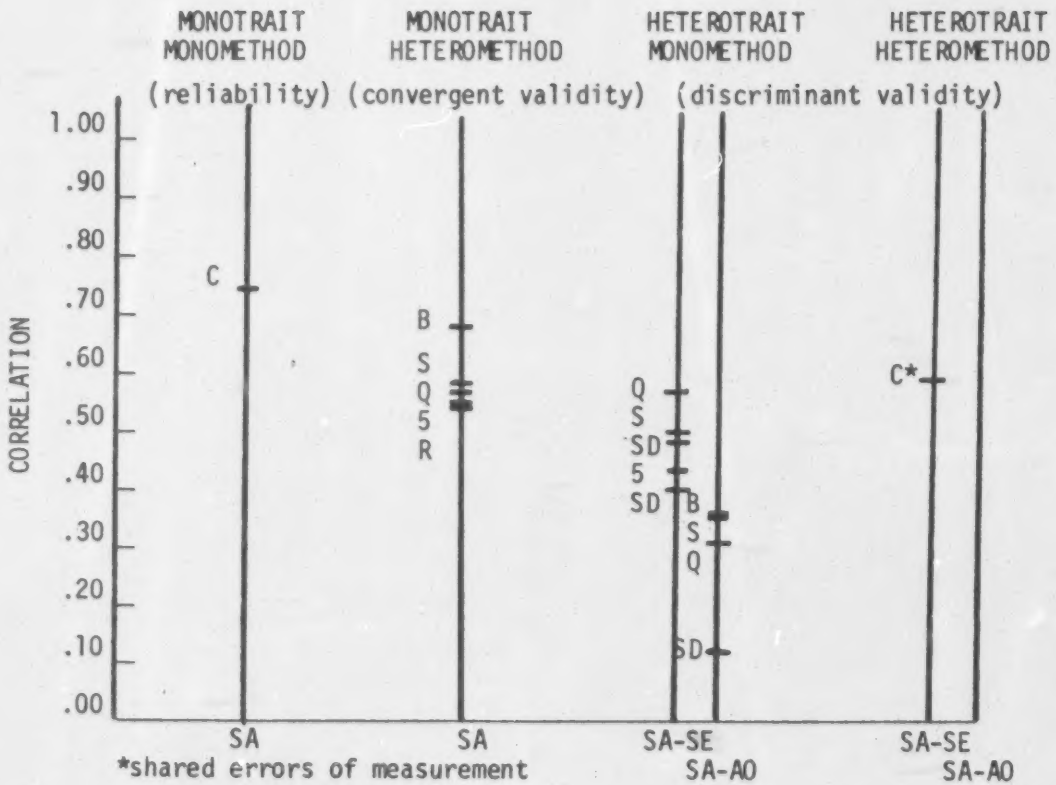


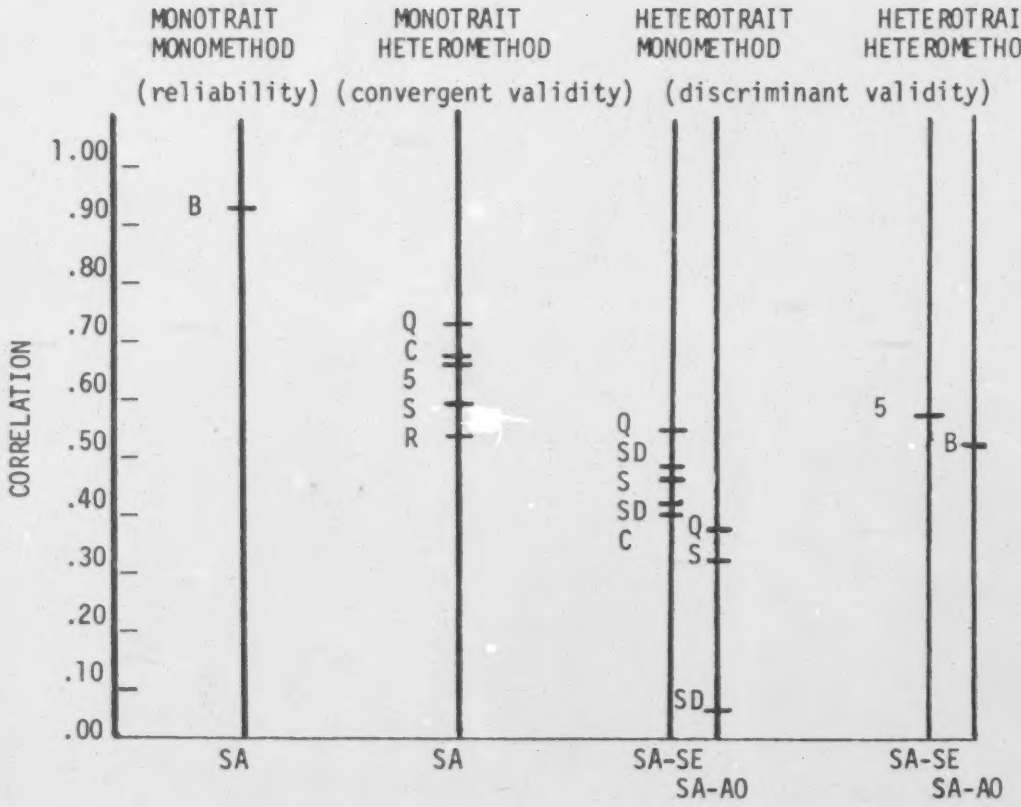
Figure 10. Graphic Representation of Multitrait-Multimethod Information for Judgments About Self Measure of Self-Acceptance

Symbols denoting method of measurement

C Checklist (Judgments About Self)
B Berger-Likert type
5 5-Point Likert type
R Self-Ideal Correlation
Q Q-sort
S Sentence Completion
SD Semantic Differential (Word Rating Scales)

Symbols denoting constructs

SA Self-Acceptance
SE Self-Assessment
AO Acceptance of Others



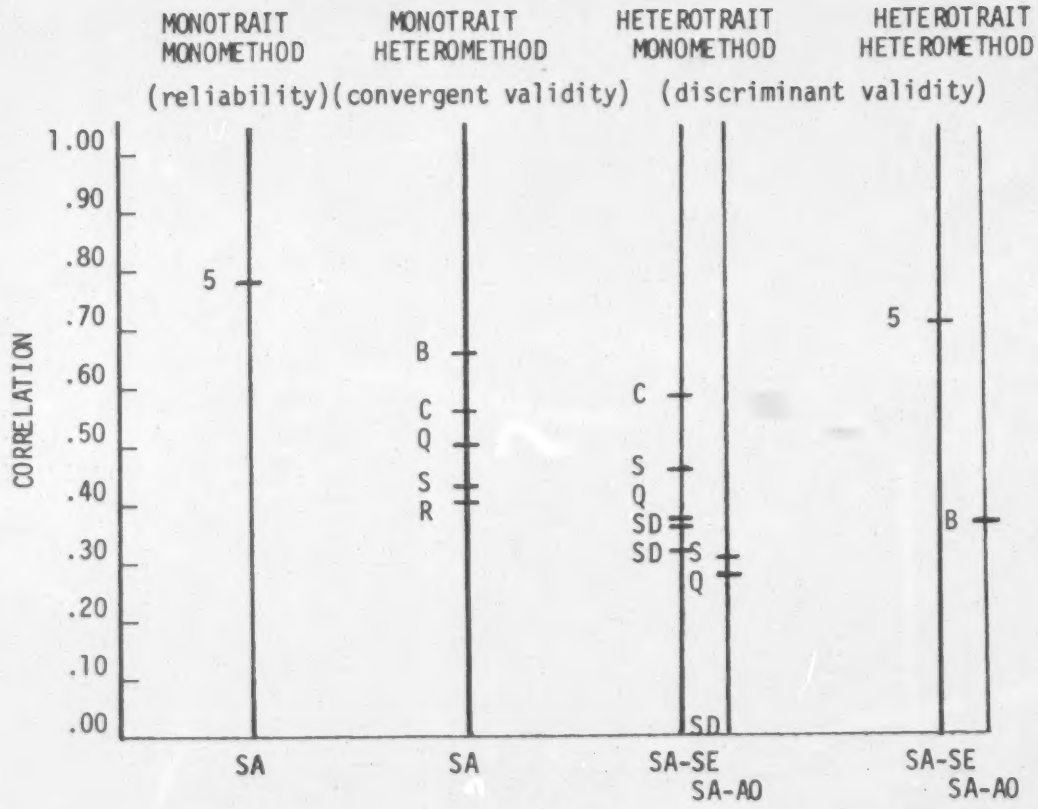
Symbols denoting method of measurement

C	Checklist (Judgments About Self)
B	Berger-Likert type
5	5-Point Likert type
R	Self-Ideal Correlation
Q	Q-sort
S	Sentence Completion
SD	Semantic Differential (Word Rating Scales)

Symbols denoting constructs

SA	Self-Acceptance
SE	Self-Assessment
AO	Acceptance of Others

Figure 11. Graphic Representation of Multitrait-Multimethod Information for Five-Point Rating Scale (Berger) Measure of Self-Acceptance



Symbols denoting method of measurement

- C Checklist (Judgments About Self)
- B Berger-Likert type
- 5 5-Point Likert type
- R Self-Ideal Correlation
- Q Q-sort
- S Sentence Completion
- SD Semantic Differential (Word Rating Scales)

Symbols denoting construction

- SA Self-Acceptance
- SE Self-Assessment
- AO Acceptance of Others

Figure 12. Graphic Representation of Multitrait-Multimethod Information for Five-Point Self-Rating Scale Measure of Self-Acceptance

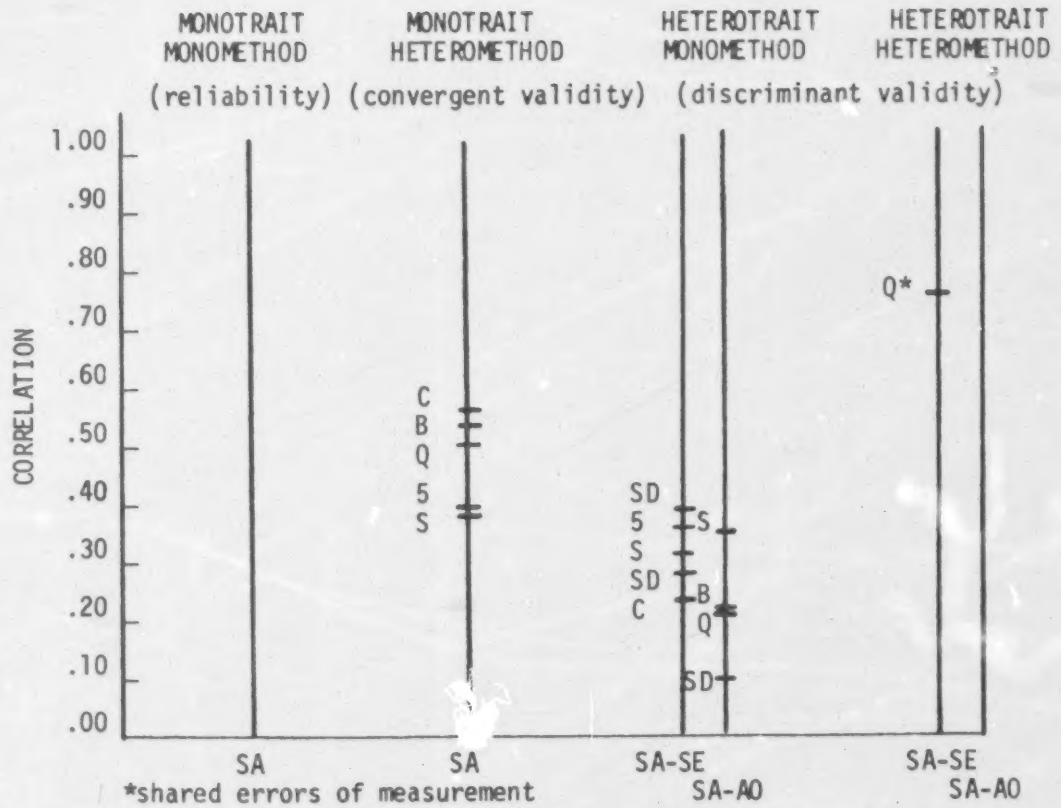


Figure 13. Graphic Representation of Multitrait-Multimethod Information for Self-Ideal Correlation Measure of Self-Acceptance

Symbols denoting method of measurement

- C Checklist (Judgments About Self)
- B Berger-Likert type
- 5 5-Point Likert type
- R Self-Ideal Correlation
- Q Q-sort
- S Sentence Completion
- SD Semantic Differential (Word Rating Scales)

Symbols denoting constructs

- SA Self-Acceptance
- SE Self-Assessment
- AO Acceptance of Others

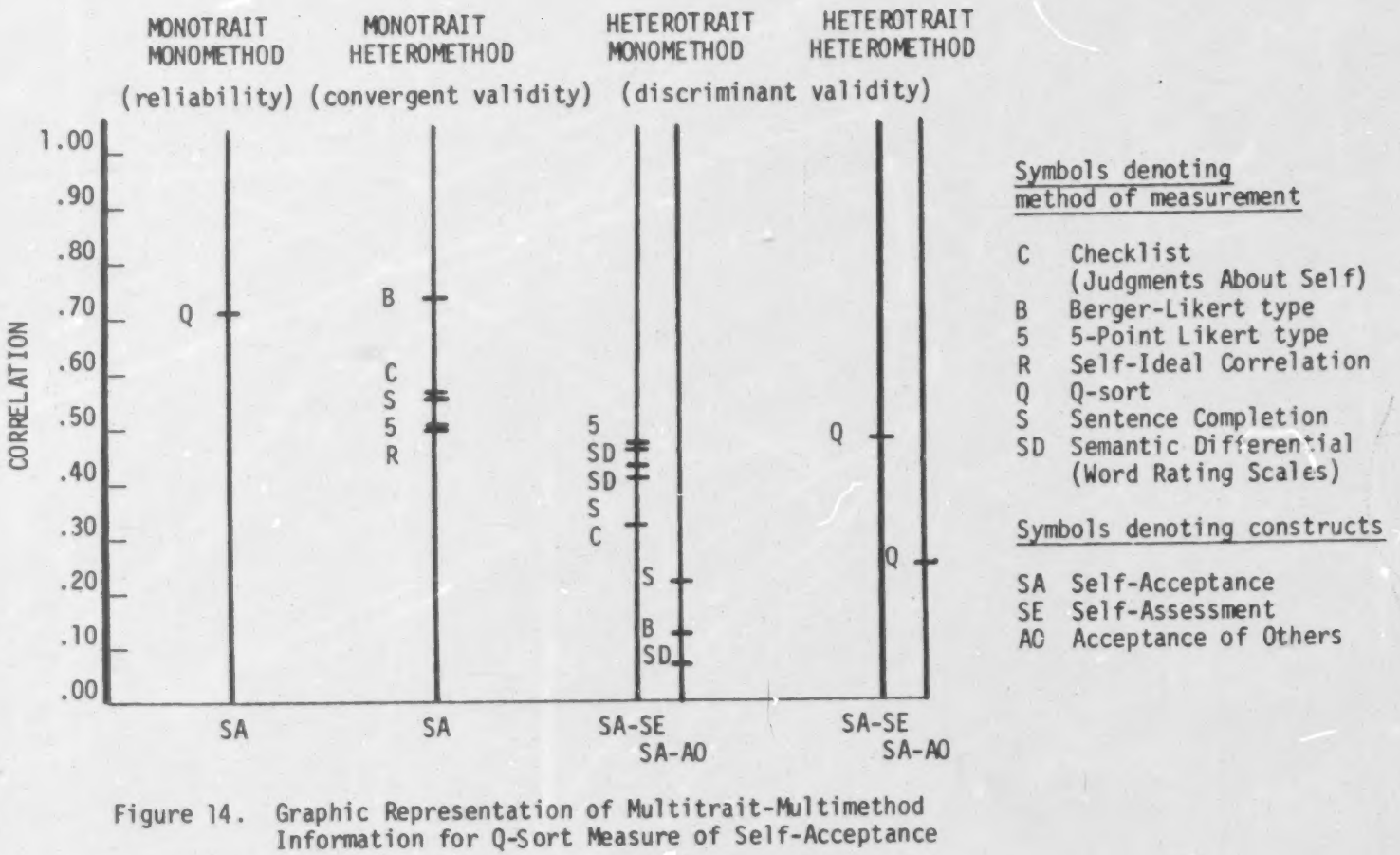
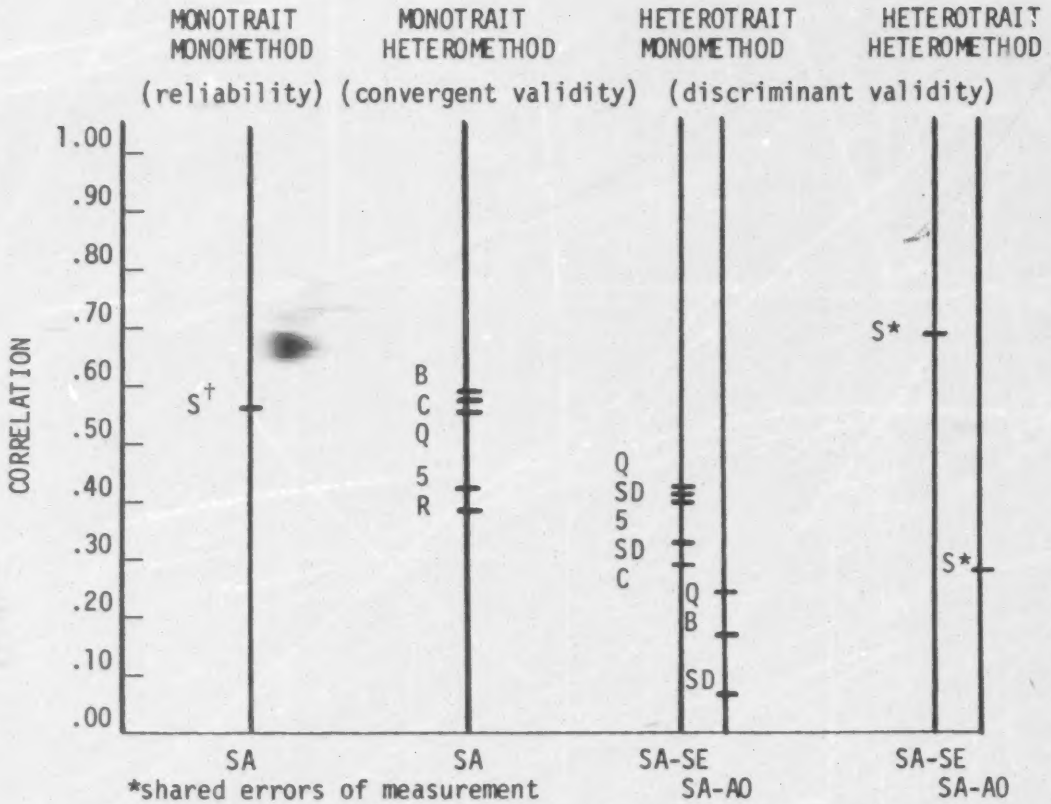


Figure 14. Graphic Representation of Multitrait-Multimethod Information for Q-Sort Measure of Self-Acceptance



*shared errors of measurement

†interjudge reliability rather than internal consistency

Figure 15. Graphic Representation of Multitrait-Multimethod Information for Incomplete Sentences Measure of Self-Acceptance

Symbols denoting method of measurement

- C Checklist (Judgments About Self)
- B Berger-Likert type
- 5 5-Point Likert type
- R Self-Ideal Correlation
- Q Q-sort
- S Sentence Completion
- SD Semantic Differential (Word Rating Scales)

Symbols denoting constructs

- SA Self-Acceptance
- SE Self-Assessment
- AO Acceptance of Others

different constructs measured by the same method. If instruments are adequately measuring a construct, the object of assessment will be a single concept not several unique specifications of the construct associated with each mode of measurement.

In each of the figures (10-15) the difference between correlations in the two heterotrait categories, monomethod and heteromethod, represents the extent of method-specific variance. For both self-acceptance and self-assessment correlated with acceptance of others, the final criterion for discriminant validity is met. The correlation between self-acceptance and self-assessment measured by the same methods is very high, however. Measured by different methods, the two constructs are correlated .41 on the average. When common methods are used, the average correlation increases to .64 which is higher than the convergent validity values for either of the two constructs. Even when one eliminates the tests which involve two scorings of the same data -- such tests will inflate the correlations because of shared errors of measurement -- the heterotrait-monomethod correlation for self-acceptance-self-assessment is too high to meet the Campbell-Fiske specification. Of course, the Campbell-Fiske criterion is based on the comparison of constructs which are not highly related (i.e., that show strong discriminant validity). When the multitrait-multimethod analysis is used to determine if two constructs are really one or are merely strongly related, it is likely that the coefficient representing the correlation between the constructs, plus the influence of method specific variance will exceed the values for convergent validity.

The presence of method-specific variance does not influence the size of either the convergent validity coefficients (correlations among different methods) or the heterotrait-heteromethod discriminant validity correlations. These are the values to be examined in evaluating the validity of the constructs. The magnitude of the heterotrait-monomethod correlations answers a practical question about the interchangability of the methods for assessing each of the constructs. The monomethod correlation between self-acceptance and self-assessment is high because the constructs are strongly related (or are one construct) and because of the unique contribution each method makes to the reliable portion of subjects' scores. The presence of method-specific variance indicates that despite the level of convergent validity the several measures of self-acceptance are not measuring exactly the same thing but are assessing several sub-constructs (Fiske, 1971) associated with each method.

The final desideratum proposed by Campbell and Fiske is that the same pattern of correlations among traits (constructs) be maintained whether the same of different methods are used. This requirement is satisfied. It may be observed in Figure 9 that the same relative correlations between constructs are maintained in the heterotrait-monomethod column as in the heterotrait-heteromethod column. The pattern may be observed for each method in Figures 10-15.

The observation of discriminant validity between the self-constructs and acceptance of others is the best evidence to discount the possibility that a social desirability response set caused the intercorrelations of methods within constructs. If subjects' tendencies to represent themselves in a favorable light were determining their responses, then there would necessarily be much higher correlations between both self-acceptance and self-assessment with acceptance of others. Everything would correlate with everything else if social desirability were the one underlying "construct" being assessed.

The overall interpretation of the multitrait-multimethod matrix supports the construct validity of self-acceptance. But this verification is of the construct in its broadest terms. In popular usage the construct is frequently associated with high self-esteem or with good self-concept. Treated in this way the concept of self-acceptance is substantiated when there are large correlations with self-assessment. Much more care must be taken when self-acceptance is used to mean a person's feelings about himself independent of the socially-determined value of self-assessments. The evidence is only slight that the affective reaction of an individual to self-assessments will be any different from the normative a priori value attached by the person's culture to those assessments. The theoretical specification of self-acceptance would lead one to predict a strong relationship between self-acceptance and self-assessment. This postulated relationship is supported by the high correlation (.41); but, given the only modest convergent validity value (.55) this, at the same time, presented a problem for discriminant validity.

The Influence of Measurement Artifacts on the Magnitude of Correlations

The evaluation of the multitrait-multimethod matrix must take into account any factors other than the constructs which influence the size of the correlations. The appraisal of convergent and discriminant validities has proceeded uninterrupted because potential artifacts of scaling or imperfect measurement techniques actually had little effect on the correlations.

Histograms' illustrating the frequency distributions of scores for each instrument are presented in Figures 16-33. A number of instruments resulted in skewed distributions. A concomitant problem, often causing the first, was a ceiling or cellar effect whereby an instrument failed to discriminate among several individuals with extreme scores.

The impact of these problems on the magnitude of correlation coefficients was judged to be samll, however, after careful examination of scatter plots for every pair of variables. These scatter plots are retained by the author and are available for inspection. All of the scatter plots revealed an essentially linear relationship between each pair of variables. Thus, the most serious consequence of skewed distributions -- curvilinearity of regression resulting in underestimates of the correlations -- did not materialize.

Validity coefficients must, of course, be assessed in light of the reliabilities of the measures involved. The reliability values reported in the diagonal of Table H were computed using various estimates of internal consistency; in the case of sentence completion tests the correlations between judges ratings were used. The calculations of internal consistency were made without having satisified the theoretical assumptions made by Kuder-Richardson and Cronbach in formulating their estimating procedures. For example, the parallel nature of items is not assured on an a priori basis especially for items within self-assessment instruments. Nevertheless, in the absence of test-retest or parallel-forms data, the internal consistency estimates are better than no information at all about the internal properties of the tests.

One way to appraise the multitrait-multimethod matrix, taking into account the unreliability of the various instruments, is to construct a new matrix after the validity coefficients have been corrected for attenuation. The following correction formula where r_{xy} is the observed

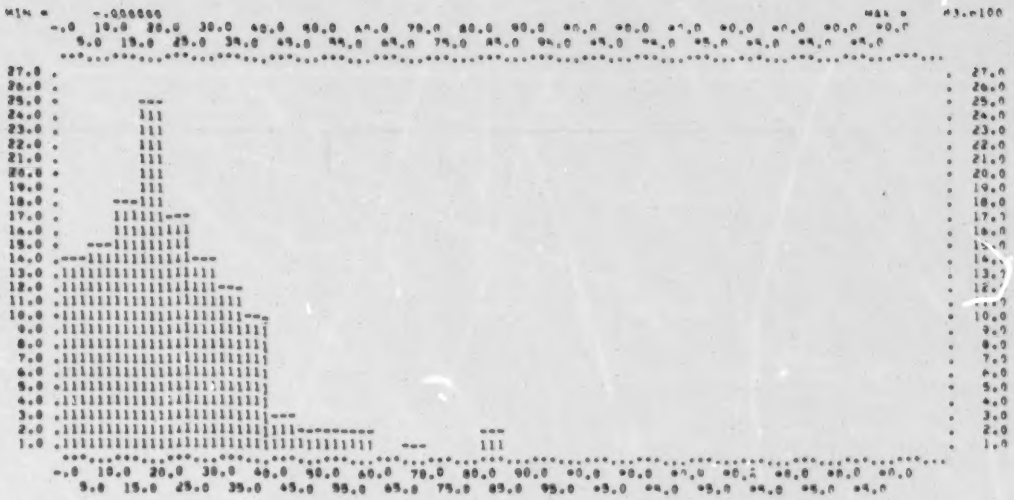


Figure 16. Frequencies of Scores for Judgments About Self (Self-Acceptance)

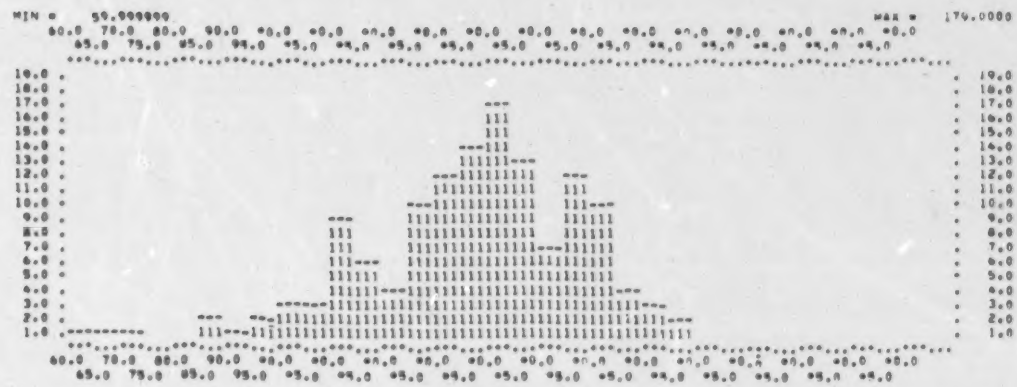


Figure 17. Frequencies of Scores for Five-Point Rating Scale (Self-Acceptance)

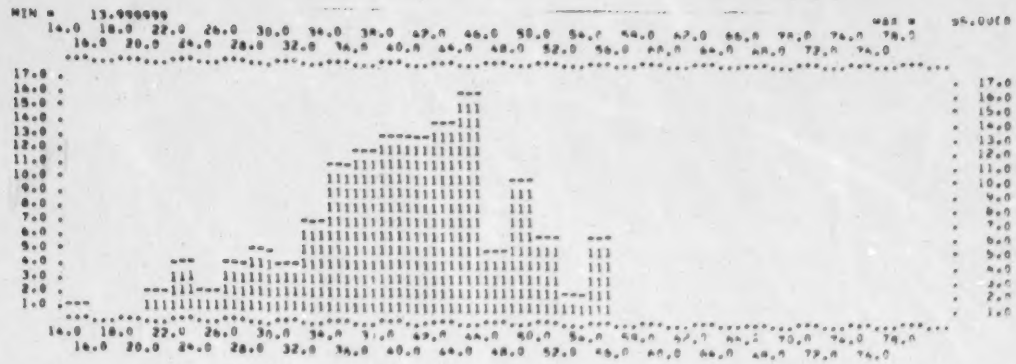


Figure 18. Frequencies of Scores for Five-Point Self Rating Scale (Self-Acceptance)

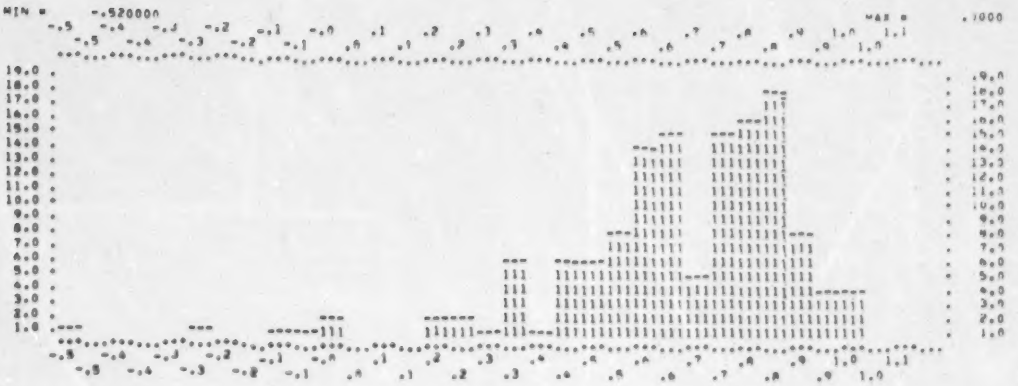


Figure 19. Frequencies of Scores for Self-Ideal Correlation

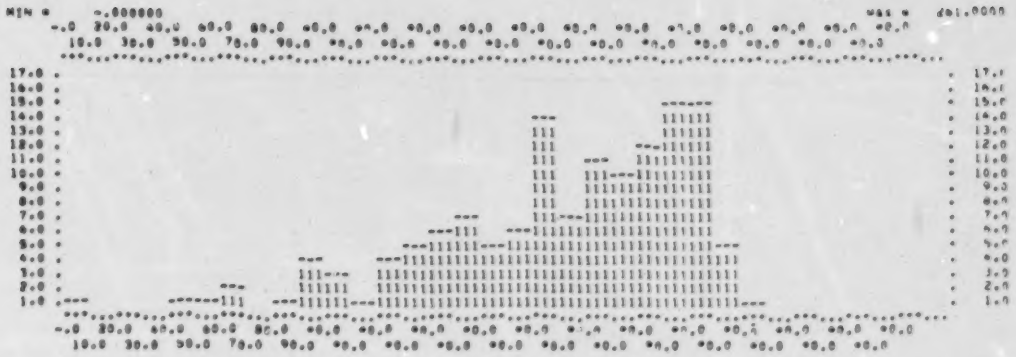


Figure 20. Frequencies of Scores for Self-Acceptance Product Sum (Q-Sort)

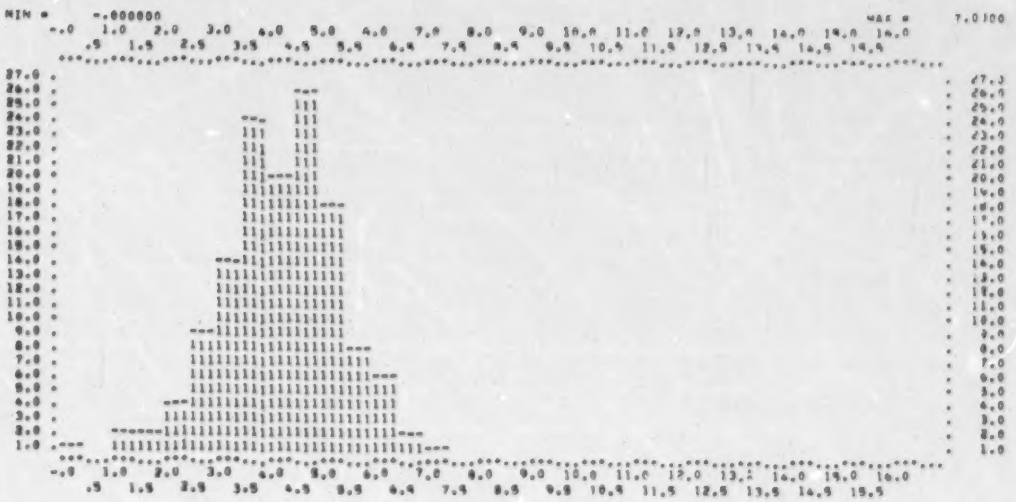


Figure 21. Frequencies of Scores for Incomplete Sentences (Self-Acceptance)

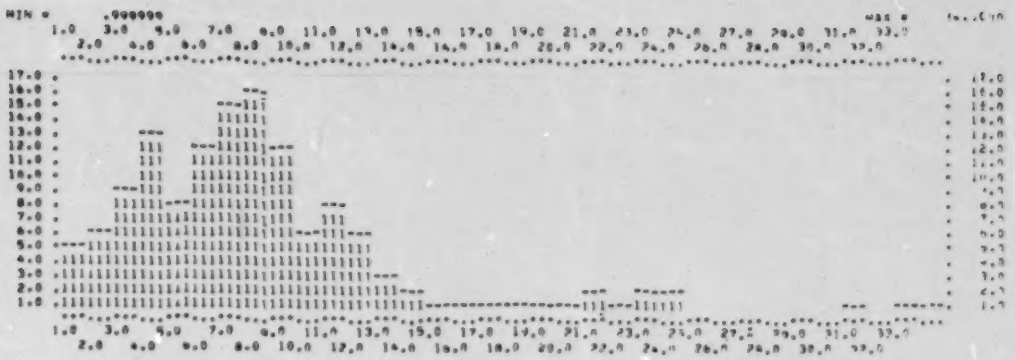


Figure 22. Frequencies of Scores for Judgments About Self (Self-Assessment)

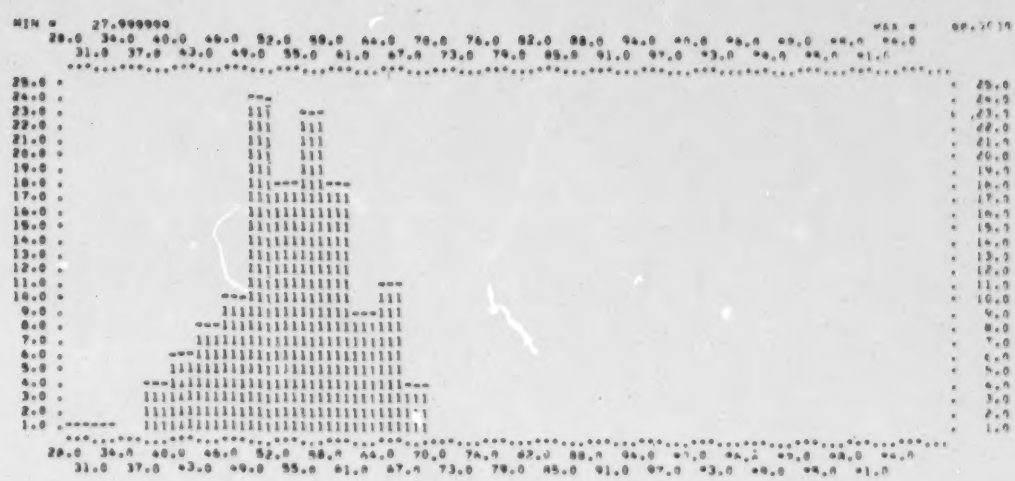


Figure 23. Frequencies of Scores for Five-Point Self Rating Scale (Self-Assessment)

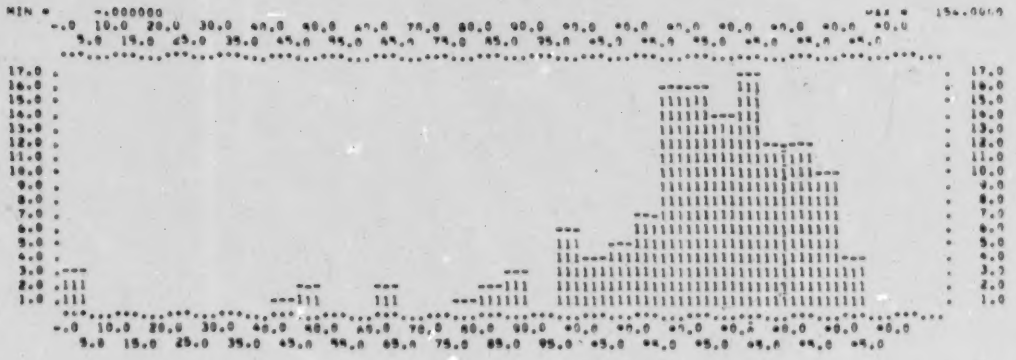


Figure 24. Frequencies of Scores for Self-Assessment Product Sum (Q-Sort)

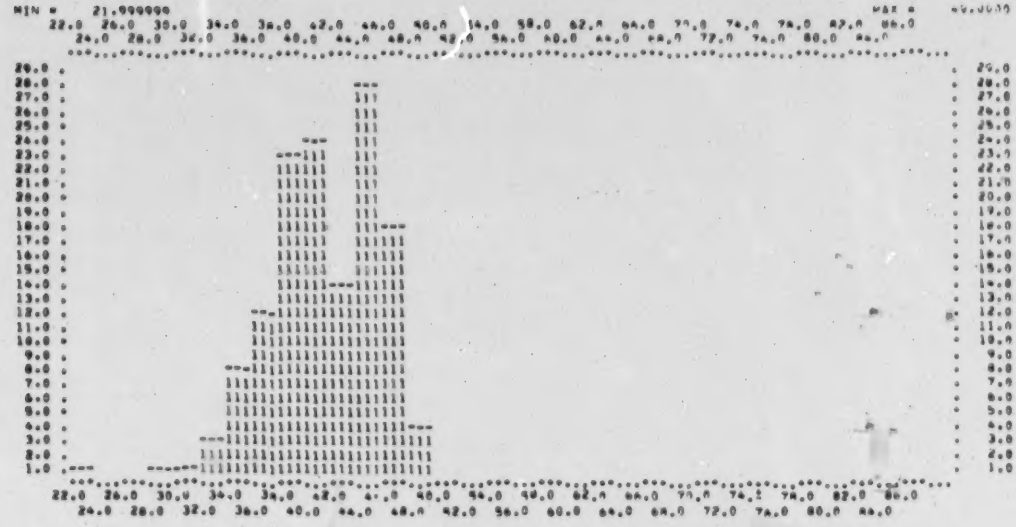


Figure 25. Frequencies of Scores for Me(1) (Semantic Differential-Self-Assessment)

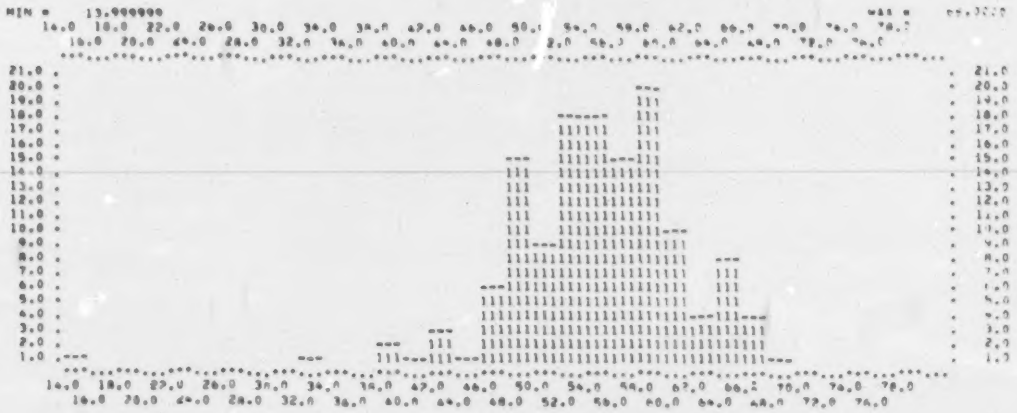


Figure 26. Frequencies of Scores for Me(2) (Semantic Differential-Self-Assessment)

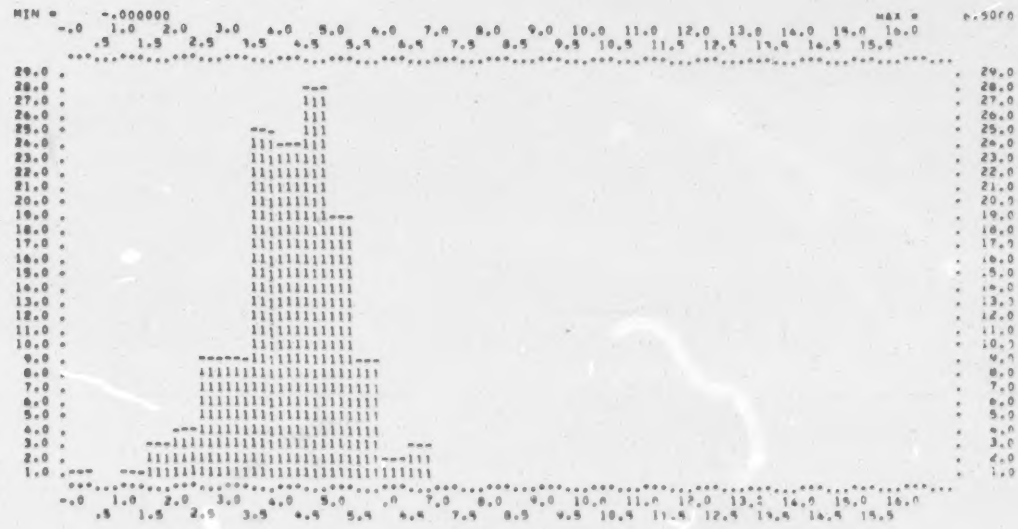


Figure 27. Frequencies of Scores for Incomplete Sentences (Self-Assessment)

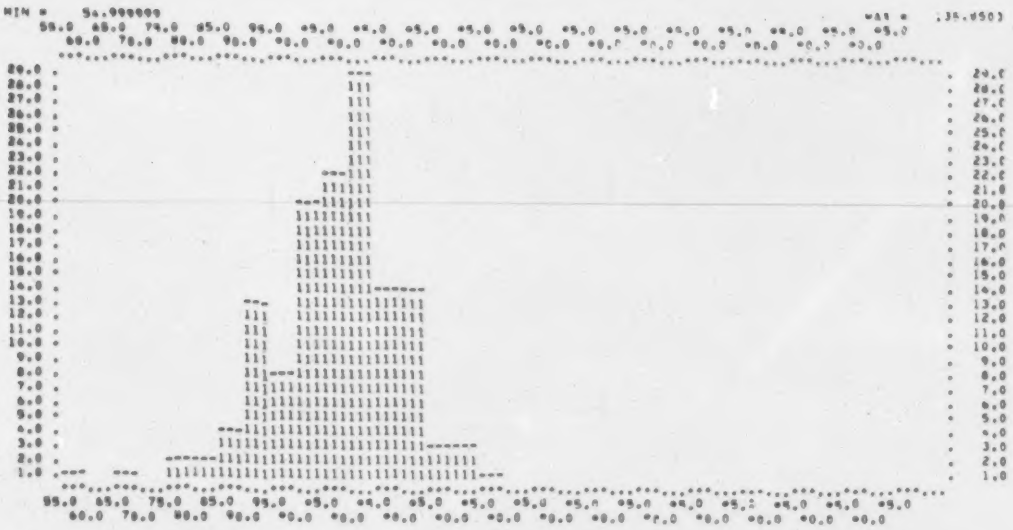


Figure 28. Frequencies of Scores for Five-Point Rating Scale (Acceptance of Others)

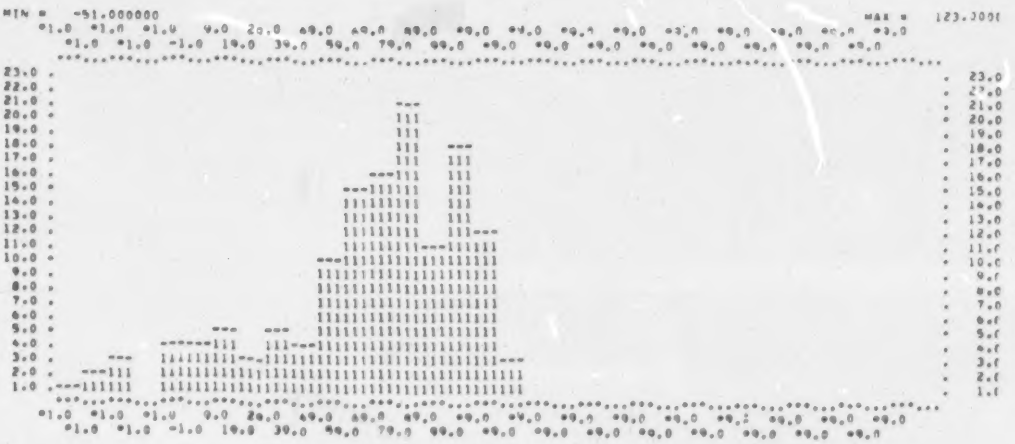


Figure 29. Frequencies of Scores for Acceptance of Others Product Sum (Q-Sort)

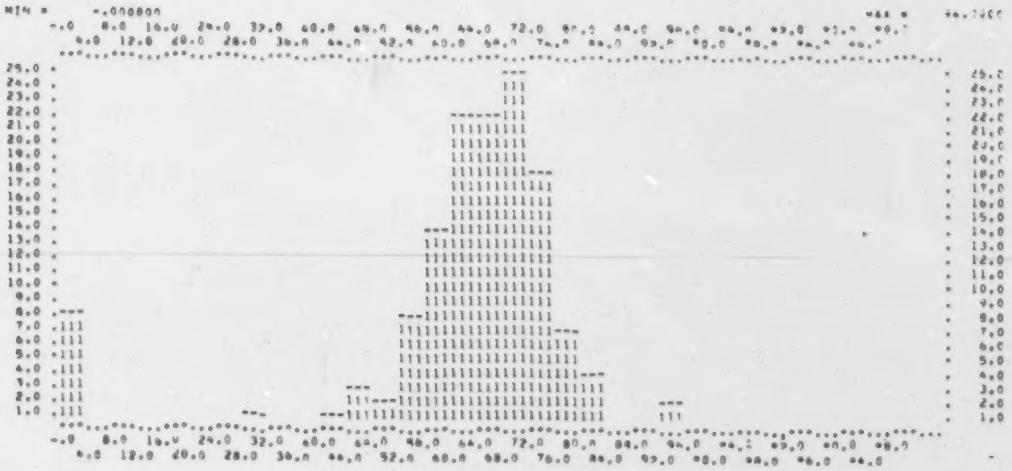


Figure 30. Frequencies of Scores for Semantic Differential Acceptance of Others

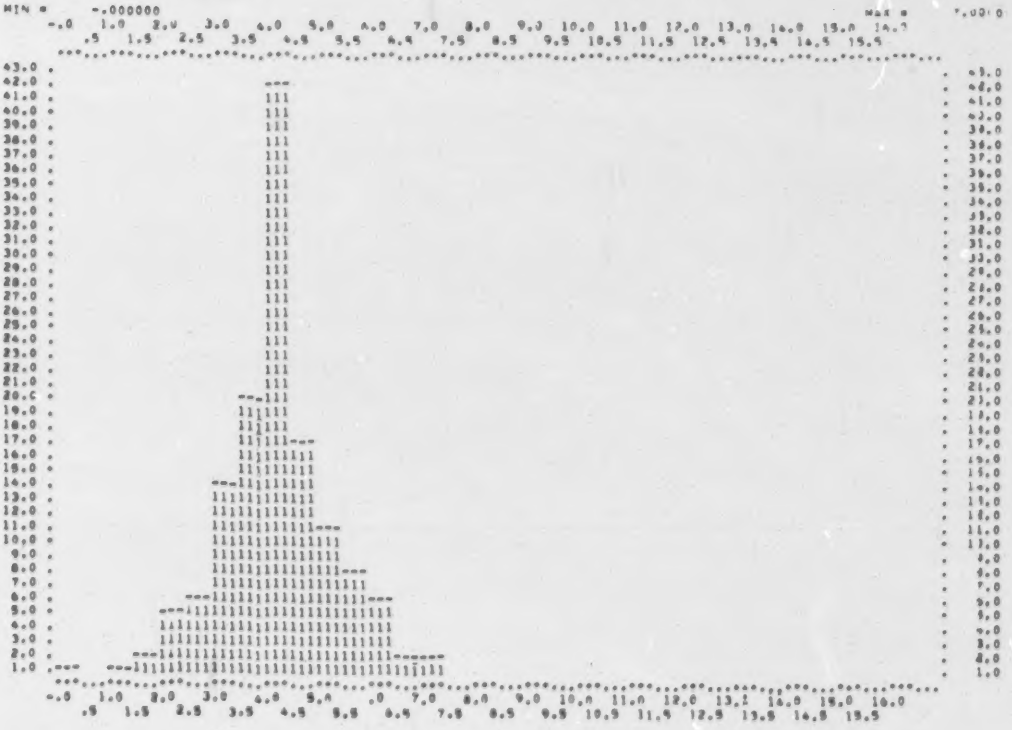


Figure 31. Frequencies of Scores for Incomplete Sentences (Acceptance of Others)

$$r_{t_x t_y} = \frac{r_{xy}}{\sqrt{r_{xx} r_{yy}}}$$

correlation between two measures and r_{xx} and r_{yy} are the reliabilities of the two measures, gives an estimate ($r_{t_x t_y}$) of what the correlation would be between two variables if both measures were free of error. Using interjudge reliabilities in the correction formula for the "Incomplete Sentences" scales rather than test-retest or parallel-form reliabilities has a conservative effect on the computation of disattenuated validity values, since the interjudge reliabilities generally describe an upper bound to the other reliability estimates where time, judges or items would be allowed to vary. The effect of adopting internal consistency values in lieu or parallel-forms reliabilities for all other measures cannot be estimated. Especially in the case of self-assessment instruments the purposeful heterogeneity of the items, bases on the definition of the construct, may have produced internal consistency values which were lower than test-retest or parallel-forms reliabilities would have been. In such an event the correction for attenuation using internal consistency values would over-estimate the validity coefficients.

The disattenuated correlation matrix, presented in Table I, is not given much attention in this chapter because of the problems cited concerning the estimation of reliabilities and, more importantly, because it does not differ from the pattern of correlations among the uncorrected validity coefficients. The average convergent and discriminant correlations are presented in Figure 32. A comparison of Figure 32 with Figure 9, which represents the same information for the uncorrected correlations, shows that the pattern is essentially unchanged. The two self-constructs were clearly distinct from acceptance of others but strongly related to one another. The conclusion that self-acceptance was at least slightly discriminated from self-assessment of the constructs was still shown to be high. The only coefficient which did not maintain its relative position was the convergent validity of acceptance of others measures. The average observed correlation among measures of self-acceptance was .55, for self-assessment .42, and .41 for acceptance of others. After correction for attenuation, the average within-construct correlations increased to .81 and .67 for self-acceptance and self-assessment, respectively. Convergent validity for acceptance of others increased to only .55. This correlation was sufficiently large, however, to ensure its discrimination from the self-constructs. The average correlation of each of the constructs with subject's age also reflected the same pattern after disattenuation as before. Self-acceptance and acceptance of others had more substantial correlations with age (.25 and .28, respectively) than did self-assessment (.12).

Corroborating Evidence of Construct Validity

The validity of the construct, self-acceptance, depends on whether it exists and is distinguishable from other constructs and on whether it functions in meaningful relation to the other personality concepts. The subject of this study is self-acceptance; other constructs were introduced to satisfy the multitrait requirements but also to gather data which would allow the observation of the construct in relation to other relevant variables (Cronbach and Meehl, 1955). The scientific worth of a concept

Table I

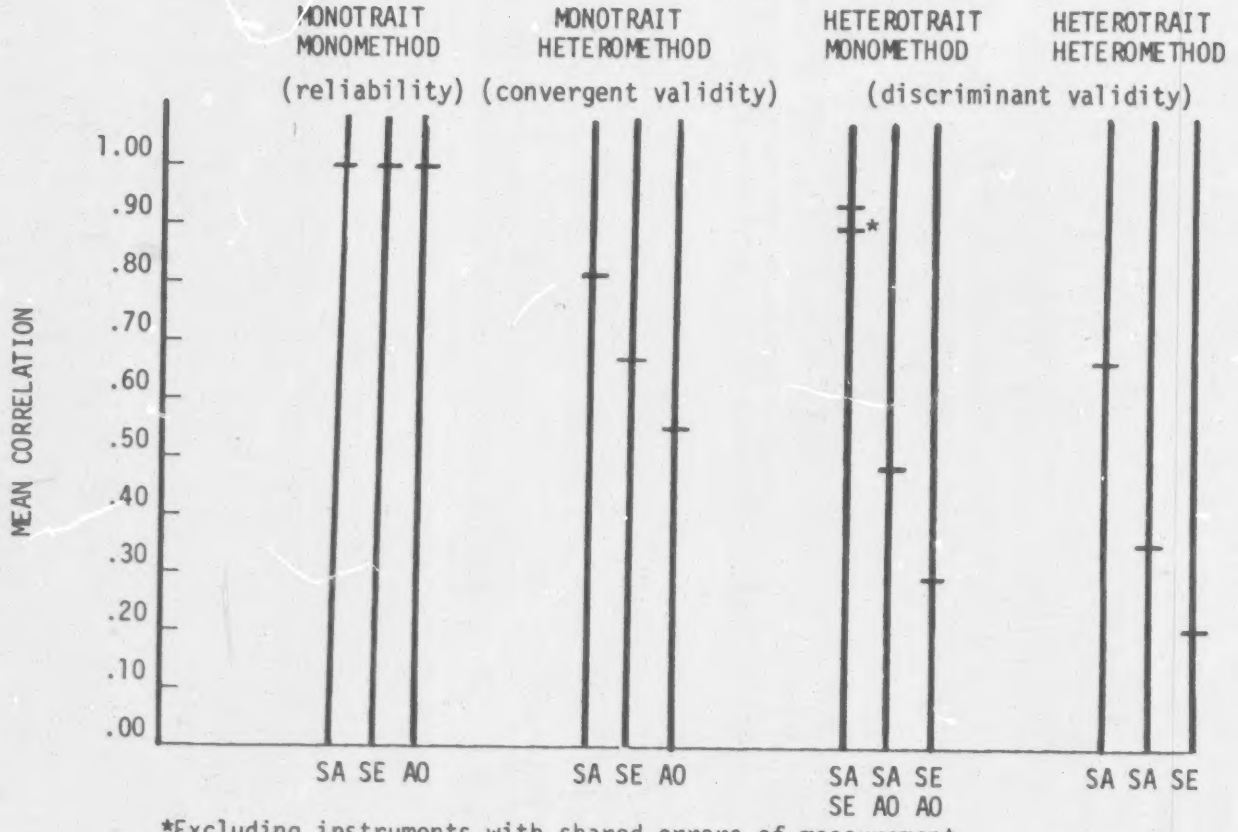
Disattenuated Multitrait-Multimethod Correlation Matrix[1]

	Self Acceptance						Self Assessment						Acceptance of Others			
	1	2a	2b	3	4	6	1	2b	4	5a	5b	6	2a	4	5	6
Self-Acceptance																
1. Judgments About Self[†] (Checklist - Self-Acceptance)	1.00	.80	.72		.79	.90	.72*	.61	1.00	.51	.64	.76	.47	.48	.41	.47
2a. Five Point Rating Scale (Berger) (Likert type - Self-Acceptance)		1.00	.77		.89	.82	.45	.71	.85	.60	.49	.61	.61	.48	.08	.38
2b. Five Point Self Rating Scale (Likert type - Self-Acceptance)			1.00		.67	.64	.69	.97	.63	.45	.46	.66	.46	.39	.34	.39
3. Self - Ideal Correlation (Q-sort - Self-Acceptance)																
4. Self-Acceptance Product Sum (Q-sort)					1.00	.89	.39	.68	.88	.62	.64	.63	.15	.43	.10	.28
6. Incomplete Sentences (Self-Acceptance)						1.00	.40	.65	.85	.51	.62	1.20*	.26	.40	.34	.42*
Self-Assessment																
1. Judgments About Self[†] (Checklist - Self-Assessment)							1.00	.60	.53	.38	.33	.47	.42	.27	.06	.37
2b. Five-Point Self Rating Scale (Likert-type - Self-Assessment)								1.00	.74	.60	.82	.72	.39	.27	.24	.16
4. Self-Assessment Product Sum (Q-sort)									1.00	.86	.74	.86	.36	.54	-.10	.25
5a. Me (1) (Semantic Dif. - Self-Assessment)										1.00	.82	.43	.37	.10	.06	.13
5b. Me (2) (Semantic Dif. - Self-Assessment)											1.00	.61	.15	.01	.01	.05
6. Incomplete Sentences (Self-Assessment)												1.00	.21	.23	.07	.41*
Acceptance of Others																
2a. Five Point Rating Scale (Berger) (Likert-type - Acceptance of Others)													1.00	.70	.30	.39
4. Acceptance of Others Product Sum (Q-sort)														1.00	.56	.74
5. Others (Semantic Dif. - Acceptance of Others)															1.00	.49
6. Incomplete Sentences (Acceptance of Others)																1.00
SEX	.05	.03	-.02		-.07	.03	-.06	-.07	.08	.06	.01	.03	.33	.16	.03	.11
AGE	.36	.35	.16		.20	.17	.23	-.10	.41	.01	-.03	.18	.25	.37	.15	.35

[1] Internal consistency and reliability estimates reported in Table H were used to correct for attenuation.

[†] Negatively scored tests were reversed scaled before including in matrix.

*Underlined coefficients indicate correlations between different constructs using the same method; asterisked values include shared errors of measurement.



*Excluding instruments with shared errors of measurement

Figure 32. Graphic Representation of Multitrait-Multimethod Information After Correction for Attenuation

can be documented if the theoretical relationship between the construct and other personality variables is observable between measurement approximates of the construct and quantifiable forms of the variables.

The correlation of subjects' age with each of the measures in the study offers further evidence for a slight distinction between self-acceptance and self-assessment. Measures of self-acceptance correlated on the average .22 with age. The correlation between age and self-assessment was .12. The self-assessment instrument with the largest relationship to age was also much more closely correlated with self-acceptance is expected in theory to increase with age, just as maturity is expected to increase with age. The mature individual, whose actual traits may not have improved, will be better able to accept his strengths and weaknesses. The age-self-acceptance correlations do not, however, necessarily distinguish self-acceptance from other positive personality constructs since acceptance of others correlated with age to the same degree (.24).

The FIRO-B(3) data presented in Table D also support the construct validity of self-acceptance. Scale 3 of the FIRO-B is a measure of the individual's Wanted Control, i.e., how much he wants others to determine his actions for him. The self-accepting person would think well enough of himself to wish to govern his own behavior. The postulated relationship between self-acceptance and Wanted Control was verified by a consistent negative correlation between the two variables. Self-acceptance measures correlated -.34 on the average with FIRO-B(3). For measures of self-assessment with FIRO-B(3) the average correlation was -.20. The unique properties of the self-acceptance construct as a meaningful concept in personology are corroborated by the negligible correlation between acceptance of others and the FIRO-B(3) scale (-09).

The final construct which can be used to reflect on the operation of self-acceptance, as theorized, is acceptance of others. From the review of the literature of both empirical studies and less rigorous discussions of the constructs, one expects that there will be a positive relationship between self-acceptance and acceptance of others. The heteromethod correlation of .22 confirms this expectation. Another small piece of evidence for the slight difference between self-acceptance and self-assessment is that the average correlation of self-assessment with acceptance of others is only .13.

Chapter V

CONCLUSIONS

A multitrait-multimethod approach was used to determine if self-acceptance is a valid construct. Do the various modes of measuring the affect associated with self-assessment provide a consistent means of identifying individual differences in personality? Is the construct distinguishable from closely related constructs such as positive self-assessment and acceptance of others? Is self-acceptance, though distinct from other constructs, related to other variables in such a way as to confirm its place in a conceptual framework of traits associated with good mental health?

The study produced modest evidence that self-acceptance has construct validity. Despite method-specific operationalizations of the construct there was substantial agreement (average correlation of .55) among the several measures of self-acceptance. Self-acceptance had significant discriminant validity from acceptance of others regardless of whether the same or different methods were used. The small correlation between acceptance of self and acceptance of others is consistent with the theoretical relationship expected between the constructs. The correlation between measures of self-acceptance and age gives further evidence that the construct functions as postulated.

The positive correlation between self-acceptance and self-assessment, .41, parallels the theoretical conceptualization of the constructs. Psychologists expect the two constructs to be highly related. However, given a convergent validity coefficient for the self-acceptance measures of only .55, the magnitude of the correlation -- regardless of how much it was expected -- is too large to allow confidence in discriminant validity is tenuous. Until measurement techniques are imp ved, future studies should not proceed believing that self-acceptance can be measured distinct from self-assessment as the semantic description of the construct suggests.

Self-acceptance and self-assessment are strongly related. The very high correlation between self-ideal discrepancy scores and the self-assessment Q-sort (items used in actual self-sort rescored according to judges rankings of the item values) indicates as has been shown in other

studies (Kenney, 1956; Cowen and Tongas, 1959) that the ideal standards by which one judges his own worth are highly externally confirmable. Self-assessments carry with them certain social value which are internalized by most persons. The person who would say "I'm not very intelligent and glad of it" or one who says "I'm unhappy about being so bright" is rare. The constructs are so strongly related, possible because affect is so explicitly a part of most self-assessments. Of course, the direction of the causal link is not known. Positive self-assessment, i.e., having traits which are approved by social groups, may cause an indivdual to think well of himself, to be self-accepting. An individual who is inadequate by social norms would become self-rejecting. Or, the causation may occur in the other direction. The degree of an individual's self-acceptance may strongly influence his choice of self-assessment statements. For example, the person whose IQ is average may call himself "intelligent" if he is self-accepting; an individual who is self-rejecting might judge himself low even if his IQ were 120.

Even if it makes good sense conseptually to maintain self-acceptance and self-assessment as two distinct constructs, it should be done with the understanding that our ability to distinguish them psychometrically is inadequate. Additional measurement problems are posed by the presence of method-specific variance identifiable by comparing the heterotrait-heteromethod tests results with those in the heterotrait-monomethod category. The current state of the art in this area of personality assessment is still at a primitive stage. As Fiske (1971) suggested, we should be specifying sub-constructs for each method of measurement. Self-acceptance measured by the Q-sort method has more than error variance distinguishing it from "self-acceptance-Likert mode."

Acceptance of others was clearly distinct from the two self-constructs. In this study it showed excellent discriminant validity as well as moderately good convergent validity. However, the design of the study was not intended as a definitive evaluation of the construct validity of acceptance of others. Constructs were not selected for the multitrait-multimethod matrix to answer the discriminant validity question for acceptance of others.

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Appendix A

INSTRUCTIONS

INSTRUCTIONS

You have been asked to take a battery of tests and attitude questionnaires as part of a research study. The purpose of the study is to gather data about the validity of the tests. To do this it is necessary to have a large number of people take the tests. It is not part of the study to gather information about you personally or to evaluate you in any way.

It is important to the outcome of the study that you answer each item as honestly as you can. To insure that you feel free to express your attitudes honestly we ask that no one write his or her name on any of the tests. Your set of tests has a code number which we will use to keep together all of the tests completed by each subject; no further identification of any individual will be made.

We assume that you are taking these tests voluntarily, if not please inform us immediately. You may decline to answer any items which you consider to be an invasion of your privacy. Since incomplete data will be a problem for us we ask that you exercise this right only when it is appropriate. Try not to skip items merely to save time or because the choices are too difficult.

The whole set of tests will take approximately 3 to 3 1/2 hours. Work quickly. We would much prefer hasty responses to all of the questions than well-thought-out answers to only half of them. This does not mean that we want you to be careless, your answers should reflect your true feelings; it is just to give you an idea of how to pace yourself so as to finish in the estimated time.

In addition to completing the multiple choice tests in this set you will be asked to view a 5 minute video tape and take one test which an examiner will give you individually. An examiner will interrupt you when it is your turn; otherwise you should be working on the written tests.

If you have any questions at any time during the testing please ask the examiner at the receptionist's desk. These tests have not been administered before this study, therefore there may be parts of the instructions or questions which are unclear.

Thank you for your participation.

* * * * *

Biographical Information:

Sex: _____

Age: _____

Appendix B

FIVE-POINT RATING SCALE

FIVE-POINT RATING SCALE†

This is a study of some of your attitudes. Of course, there is no right answer for any statement. The best answer is what you feel is true of yourself.

You are to respond to each question on the answer sheet using the following scheme:

1	2	3	4	5
Not at all true of myself	Slightly true of myself	About half-way true of myself	Mostly true of myself	True of myself

Remember, the best answer is the one which applies to you.

-SA* _____ 1. I'd like it if I could find someone who would tell me how to solve my personal problems.

AO _____ 2. I can be comfortable with all varieties of people--from the highest to the lowest.

-AO _____ 3. I don't approve of spending time and energy in doing things for other people. I believe in looking to my family and myself more and letting others shift for themselves.

-SA _____ 4. If there is any criticism or anyone says anything about me, I just can't take it.

-SA _____ 5. I realize that I'm not living very effectively but I just don't believe that I've got it in me to use my energies in better ways.

SA _____ 6. I look on most of the feelings and impulses I have toward people as being quite natural and acceptable.

---

*Items of the self scale are labelled SA, and those of the other scale are labelled AO. Items marked with a minus sign are worded negatively; item scores are reversed before the scale is scored.

†Berger, E. The relation between expressed acceptance of self and expressed acceptance of others. Journal of Abnormal and Social Psychology, 1952, 47, 778-782. Items obtained from: Shaw, M. E., & Wright, J. M. Scales for the Measurement of Attitudes. New York: McGraw-Hill, 1967.

-SA _____ 7. I feel different from other people. I'd like to have the feeling of security that comes from knowing I'm not too different from others.

-SA _____ 8. I am frequently bothered by feelings of inferiority.

-SA _____ 9. I am quite shy and self-conscious in social situations.

-AO _____ 10. I usually ignore the feelings of others when I'm accomplishing some important end.

-AO _____ 11. There's no sense in compromising. When people have values I don't like, I just don't care to have much to do with them.

-AO _____ 12. I see no objection in stepping on other people's toes a little if it'll help get me what I want in life.

-AO _____ 13. I try to get people to do what I want them to do, in one way or another.

-AO _____ 14. I enjoy myself most when I'm alone, away from other people.

AO _____ 15. I feel neither above nor below the people I meet.

-SA _____ 16. Very often I don't try to be friendly with people because I think they won't like me.

AO _____ 17. I enjoy doing little favors for people even if I don't know them well.

SA _____ 18. I'm not afraid of meeting new people. I feel that I'm a worthwhile person and there's no reason why they should dislike me.

-AO _____ 19. I seldom worry about other people. I'm really pretty self-centered.

-SA _____ 20. I think I have certain abilities and other people say so too, but I wonder if I'm not giving them an importance way beyond what they deserve.

-AO _____ 21. I believe that people should get credit for their accomplishments, but I seldom come across work that deserves praise.

-SA _____ 22. I guess I put on a show to impress people. I know I'm not the person I pretend to be.

-AO _____ 23. I can't help feeling superior to most of the people I know.

-SA _____ 24. I don't feel very normal, but I want to feel normal.

-SA _____ 25. I have a tendency to sidestep my problems.

-AO _____ 26. I'm easily irritated by people who argue with me.

-AO _____ 27. I don't see much point to doing things for others unless they can do you some good later on.

SA _____ 28. I feel that I'm on the same level as other people and that helps to establish good relations with them.

-SA _____ 29. I feel that people are apt to react differently to me than they would normally react to other people.

SA _____ 30. I don't question my worth as a person, even if I think others do.

-AO _____ 31. I can become so absorbed in the work I'm doing that it doesn't bother me not to have any intimate friends.

-SA _____ 32. When people say nice things about me, I find it difficult to believe they really mean it. I think maybe they're kidding me or just aren't being sincere.

-SA _____ 33. I don't say much at social affairs because I'm afraid that people will criticize me or laugh if I say the wrong thing.

-AO _____ 34. I don't approve of doing favors for people. If you're too agreeable they'll take advantage of you.

-SA _____ 35. Something inside me just won't let me be satisfied with any job I've done -- if it turns out well, I get a very smug feeling that this is beneath me, I shouldn't be satisfied with this, this isn't a fair test.

-SA _____ 36. I'm afraid for people that I like to find out what I'm really like, for fear they'd be disappointed in me.

-SA _____ 37. Because of other people, I haven't been able to achieve as much as I should have.

-SA _____ 38. In order to get along and be liked, I tend to be what people expect me to be rather than anything else.

SA _____ 39. I seem to have a real inner strength in handling things. I'm on a pretty solid foundation and it makes me pretty sure of myself.

-AO _____ 40. The person you marry may not be perfect, but I believe in trying to get him (or her) to change along desirable lines.

-SA _____ 41. I feel self-conscious when I'm with people who have a superior position to mine in business or at school.

-AO _____ 42. I often tell people what they should do when they're having trouble in making a decision.

-SA _____ 43. I think I'm neurotic or something.

-AO _____ 44. Sometimes people misunderstand me when I try to keep them from making mistakes that could have an important effect on their lives.

-AO _____ 45. There are very few times when I compliment people for their talents or jobs they've done.

SA _____ 46. I feel that I'm a person of worth, on an equal plane with others.

-AO _____ 47. I prefer to be alone rather than have close friendships with any of the people around me.

-SA _____ 48. I sort of only half-believe in myself.

-SA _____ 49. I'm very sensitive. People say things and I have a tendency to think they're criticizing me or insulting me in some way and later when I think of it, they may not have meant anything like that at all.

SA _____ 50. I feel confident that I can do something about the problems that may arise in the future.

AO _____ 51. When someone asks for advice about some personal problem, I'm most likely to say, "It's up to you to decide," rather than tell him what he should do.

-AO _____ 52. I feel that for the most part one has to fight his way through life. That means that people who stand in the way will be hurt.

SA _____ 53. I don't worry or condemn myself if other people pass judgment against me.

AO _____ 54. I can be friendly with people who do things which I consider wrong.

-SA _____ 55. When I'm in a group I usually don't say much for fear of saying the wrong thing.

-AO _____ 56. If people are weak and inefficient I'm inclined to take advantage of them. I believe you must be strong to achieve your goals.

-AO _____ 57. When I'm dealing with younger persons, I expect them to do what I tell them.

-SA _____ 58. Even when people do think well of me, I feel sort of guilty because I know I must be fooling them--that if I were really to be myself, they wouldn't think well of me.

-AO _____ 59. If someone I know is having difficulty working things out for himself, I like to tell him what to do.

-SA _____ 60. I live too much by other people's standards.

-SA _____ 61. If I didn't always have such hard luck, I'd accomplish much more than I have.

Appendix C

FIVE-POINT SELF RATING SCALE

FIVE-POINT SELF RATING SCALE

This questionnaire is designed to facilitate self-evaluation in a number of personal areas. Of course, there are no "correct" answers. The best answer is what you feel is true of yourself.

You are to respond to each question on the answer sheet using the following scheme:

1	2	3	4	5
Not at all true of myself	Slightly true of myself	About half-way true of myself	Mostly true of myself	True of myself

Remember the best answer is one which applies to you.

-SA* _____ 1. I am embarrassed by my limitations in intellectual ability.

-SE _____ 2. I'm not athletically inclined.

-SE _____ 3. Compared to other people, I'm not very hard working.

-SA _____ 4. When I attend a party I would be happier if I had the social skills of one of my more popular friends.

SE _____ 5. My body is in good shape.

-SA _____ 6. It upsets me to discuss a topic with someone who is much more knowledgeable than I.

SA _____ 7. I like my physical appearance the way it is.

SE _____ 8. I can reason with abstractions.

-SA _____ 9. I would change my personality if I could.

-SE _____ 10. I am homely.

SE _____ 11. I am competent for many jobs.

*Items of the self-acceptance scale are labelled SA, those of the self-assessment or self evaluation scale are labelled SE. Items marked with a minus sign are worded negatively; item scores are reversed before the scale is scored.

SE _____ 12. I am a good mixer.

-SE _____ 13. I am a slow deliberate thinker.

-SE _____ 14. My body is not proportioned very well.

-SE _____ 15. I am not a good student. (I was not a good student)

-SA _____ 16. I feel insecure within myself.

-SA _____ 17. It upsets me when I know that there are people who dislike me very much.

SE _____ 18. I am attractive to members of the opposite sex.

SA _____ 19. I am happy with my life.

SE _____ 20. I am good at relating with other people.

-SE _____ 21. I am not well informed about what is going on in the world.

-SA _____ 22. Sometimes I wish I could move to a different place and start over again.

SE _____ 23. I have a "gift of gab."

SA _____ 24. I am happy with my social skills the way they are.

-SE _____ 25. I am not talented.

-SA _____ 26. Sometimes it bothers me that I didn't inheret as many good traits (like intelligence or good looks) as some other people did.

Appendix D

FIRO-B

FIRO-B[†]

Directions

This questionnaire is designed to explore the typical ways you interact with people. There are, of course, no right or wrong answers; each person has his own ways of behaving.

Sometimes people are tempted to answer questions like these in terms of what they think a person should do. This is not what is wanted here. We would like to know how you actually behave.

Some items may seem similar to others. However, each item is different so please answer each one without regard to the others. There is no time limit, but do not debate long over any item.

For each statement below, decide which of the following answers best applies to you. Place the number of the answer in the box at the left of the statement. Please be as honest as you can.

1	2	3	4	5	6
Usually	Often	Sometimes	Occasionally	Rarely	Never

-E^{I}* _____ 1. I try to be with people.

-W^{C} _____ 2. I let other people decide what to do.

-E^{I} _____ 3. I join social groups.

-E^{A} _____ 4. I try to have close relationships with people.

---

*Subscales of the FIRO-B are denoted by the following abbreviations:

E^{I} Expressed Inclusion
W^{I} Wanted Inclusion
E^{C} Expressed Control
W^{C} Wanted Control
E^{A} Expressed Affection
W^{A} Wanted Affection

Items marked with a minus sign are worded negatively; item scores are reversed before the scale is scored.

[†]Schutz, W. C. Palo Alto, Calif.: Consulting Psychologists Press, 1967.

-E^I _____ 5. I tend to join social organizations when I have an opportunity.

-W^C _____ 6. I let other people strongly influence my actions.

-E^I _____ 7. I try to be included in informal social activities.

-E^A _____ 8. I try to have close personal relationships with people.

-E^I _____ 9. I try to include other people in my plans.

-W^C _____ 10. I let other people control my actions.

-E^I _____ 11. I try to have people around me.

-E^A _____ 12. I try to get close and personal with people.

-E^I _____ 13. When people are doing things together I tend to join them.

-W^C _____ 14. I am easily led by people.

-E^I _____ 15. I try to avoid being alone.

-E^I _____ 16. I try to participate in group activities.

For each of the next group of statements, choose one of the following answers:

1	2	3	4	5	6
Most People	Many People	Some People	A Few People	One or Two People	Nobody

-E^A _____ 17. I try to be friendly to people.

-W^C _____ 18. I let other people decide what to do.

E^A _____ 19. My personal relations with people are cool and distant.

-W^C _____ 20. I let other people take charge of things.

-E^A _____ 21. I try to have close relationships with people.

-W^C _____ 22. I let other people strongly influence my actions.

-E^A _____ 23. I try to get close and personal with people.

-W^C _____ 24. I let other people control my actions.

E^A _____ 25. I act cool and distant with people.

-W^C _____ 26. I am easily led by people.

-E^A _____ 27. I try to have close, personal relationships with people.

For each of the next group of statements, choose one of the following answers:

1	2	3	4	5	6
Most People	Many People	Some People	A Few People	One or Two People	Nobody

-W^I _____ 28. I like people to invite me to things.

-W^A _____ 29. I like people to act close and personal with me.

-E^C _____ 30. I try to influence strongly other people's actions.

-W^I _____ 31. I like people to invite me to join in their activities.

-W^A _____ 32. I like people to act close toward me.

-E^C _____ 33. I try to take charge of things when I am with people.

-W^I _____ 34. I like people to include me in their activities.

W^A _____ 35. I like people to act cool and distant toward me.

-E^C _____ 36. I try to have other people do things the way I want them done.

-W^I _____ 37. I like people to ask me to participate in their disucssions.

-W^A _____ 38. I like people to act friendly toward me.

-W^I _____ 39. I like people to invite me to participate in their activities.

W^A _____ 40. I like people to act distant toward me.

For each of the next group of statements, choose one of the following answers:

1	2	3	4	5	6
Usually	Often	Sometimes	Occasionally	Rarely	Never

$-E^C$	_____	41.	I try to be the dominant person when I am with people.
$-W^I$	_____	42.	I like people to invite me to things.
$-W^A$	_____	43.	I like people to act close toward me.
E^C	_____	44.	I try to have other people do things I want done.
$-W^I$	_____	45.	I like people to invite me to join their activities.
W^A	_____	46.	I like people to act cool and distant toward me.
E^C	_____	47.	I try to influence strongly other people's actions.
$-W^I$	_____	48.	I like people to include me in their activities.
$-W^A$	_____	49.	I like people to act close and personal with me.
E^C	_____	50.	I try to take charge of things when I'm with people.
$-W^I$	_____	51.	I like people to invite me to participate in their activities.
W^A	_____	52.	I like people to act distant toward me.
$-E^C$	_____	53.	I try to have other people do things the way I want them done.
$-E^C$	_____	54.	I take charge of things when I'm with people.

Appendix E

JUDGMENTS ABOUT SELF

JUDGMENTS ABOUT SELF

Here is a list of human weaknesses or negative characteristics. Read through the list and consider each statement and decide if it is generally a true statement about you or generally false. If it is generally true for you mark column A; if not, mark column B. Be sure to mark every statement.

A	B		
_____	_____	1. I am often inconsiderate of others.	_____
_____	_____	2. I am overweight.	_____
_____	_____	3. I am not well coordinated physically.	_____
_____	_____	4. I am not attractive to the opposite sex.	_____
_____	_____	5. I am a slow thinker.	_____
_____	_____	6. I am not as bright as my friends.	_____
_____	_____	7. I am uneasy when introduced to strangers.	_____
_____	_____	8. I am too short.	_____
_____	_____	9. I am too tall.	_____
_____	_____	10. I am unable to express myself well.	_____
_____	_____	11. I am poor in math and related subjects.	_____
_____	_____	12. I am anxious about being successful.	_____
_____	_____	13. I am insecure.	_____
_____	_____	14. I am unable to carry a tune.	_____
_____	_____	15. I am not a good lover.	_____
_____	_____	16. I am unable to control my temper.	_____
_____	_____	17. I am unable to relate to other people.	_____
_____	_____	18. I am not a success in my chosen field.	_____
_____	_____	19. I am unable to learn without a great deal of effort.	_____
_____	_____	20. I am sloppy.	_____

A	B		
_____	_____	21. I am conceited.	_____
_____	_____	22. I am selfish.	_____
_____	_____	23. I am forgetful.	_____
_____	_____	24. I am rude.	_____
_____	_____	25. I am a phony, I am not as bright as people think I am.	_____
_____	_____	26. I am aggressive.	_____
_____	_____	27. I am a poor son (daughter) to my parents.	_____
_____	_____	28. I am unable to relate to children.	_____
_____	_____	29. I am generally a worrier.	_____
_____	_____	30. I do not have any special talents.	_____
_____	_____	31. I am a poor conversationalist.	_____
_____	_____	32. I am a phony, I am not as happy as people think I am.	_____

Now, in order to finish the questionnaire, go back through the list and reconsider all of those checked "A," true for you, and decide how much it bothers you that you have this characteristic. Use the scale below to indicate your degree of concern about the statements which are true of you. Write the number from this scale on the line to the right of the statement.

This characteristic bothers me:

1. Not at all (I never thought about it except to answer the question.)

2. A little (I know this is a negative trait but I still consider myself a worthwhile person.)

3. Somewhat (I don't like this trait in me but I am not too concerned; nobody's perfect.)

4. More than somewhat (I will be moderately dissatisfied with myself as long as I have this trait.)

5. Very much (I will be very dissatisfied with myself as long as I have this trait.)

If you said that you are unable to carry a tune but it doesn't bother you at all, write a 1 to the right of the item. If it honestly bothers you very much write a 5 by the item.

Appendix F

100 ITEMS IN THE BUTLER-HAIGH Q-SORT

100 ITEMS IN THE BUTLER-HAIGH Q-SORT

SA* 1. I feel uncomfortable while talking with someone.

2. I put on a false front.

SE 3. I am a competitive person.

4. I make strong demands on myself.

SA 5. I often kick myself for things I do.

SA 6. I often feel humiliated.

SA 7. I doubt my sexual powers.

SE 8. I am much like the opposite sex.

9. I have a warm emotional relationship with others.

SE 10. I am an aloof, reserved person.

SA 11. I am responsible for my troubles.

SE 12. I am a responsible person.

13. I have a feeling of hopelessness.

14. I live largely by other people's values and standards.

15. I can accept most social values and standards.

16. I have few values and standards of my own.

17. I have a hard time controlling my desires.

SE 18. It's difficult to control my aggression.

19. Self control is no problem for me.

20. I am often down in the dumps.

---

*Self referent statements were selected from the original Butler-Haigh instrument to be used in constructing new Q-sorts if the items could be clearly categorized as self acceptance (SA) or self assessment (SE).

SE 21. I am really self-centered.

22. I usually like people.

SE 23. I express my emotions freely.

24. Usually in a mob of people I feel a little bit alone.

25. I want to give up trying to cope with the world.

26. I can live comfortably with the people around me.

27. My hardest battles are with myself.

28. I tend to be on my guard with people who are somewhat more friendly than I had expected.

SE 29. I am optimistic.

SE 30. I am just sort of stubborn.

31. I am critical of people.

SE 32. I usually feel driven.

33. I am liked by most people who know me.

SA 34. I have an underlying feeling that I'm not contributing enough to life.

SE 35. I am sexually attractive.

36. I feel helpless.

37. I can usually make up my mind and stick to it.

38. My decisions are not my own.

SA 39. I often feel guilty.

SE 40. I am a hostile person.

SA 41. I am contented.

SE 42. I am disorganized.

43. I feel apathetic.

SE 44. I am poised.

SE 45. I just have to drive myself to get things done.

46. I often feel resentful.

47. I am impulsive.

48. It's important for me to know how I seem to others.

SA 49. I don't trust my emotions.

50. It is pretty tough to be me.

SE 51. I am a rationale person.

52. I have a feeling I'm just not facing things.

53. I am tolerant.

54. I try not to think about my problems.

SE 55. I have an attractive personality.

SE 56. I am shy.

57. I need somebody else to push me through on things.

SA 58. I feel inferior.

59. I am no one. No thing seems to be me.

SA 60. I am afraid of what other people think about me.

SE 61. I am ambitious.

SA 62. I despise myself.

SE 63. I have initiative.

64. I shrink from facing a crisis or difficulty.

SA 65. I just don't respect myself.

SE 66. I am a dominant person.

SA 67. I take a positive attitude toward myself.

SE 68. I am assertive.

SA 69. I am afraid of a full-fledged disagreement with a person.

70. I can't seem to make up my mind one way or another.

SE 71. I am confused.

72. I am satisfied with myself.

SE 73. I am a failure.

SA 74. I am likeable.

SE 75. My personality is attractive to the other sex.

SA 76. I am afraid of sex.

SA 77. I have a horror of failing in anything I want to accomplish.

SA 78. I feel relaxed and nothing really bothers me.

SE 79. I am a hard worker.

SE 80. I feel emotionally mature.

SE 81. I am not accomplishing.

SE 82. I am naturally nervous.

SA 83. I am really disturbed.

84. All you have to do is just insist with me and I give in.

SA 85. I feel insecure within myself.

SA 86. I have to protect myself with excuses, with rationalizing.

SE 87. I am a submissive person.

SE 88. I am intelligent.

SA 89. I feel superior.

90. I feel hopeless.

SE 91. I am self-reliant.

92. I often feel aggressive.

SE 93. I am inhibited.

94. I am different from others.

SE 95. I am unreliable.

SA 96. I understand myself.

SE 97. I am a good mixer.

SA 98. I feel adequate.

SA 99. I am worthless.

SA 100. I dislike my own sexuality.

Appendix G

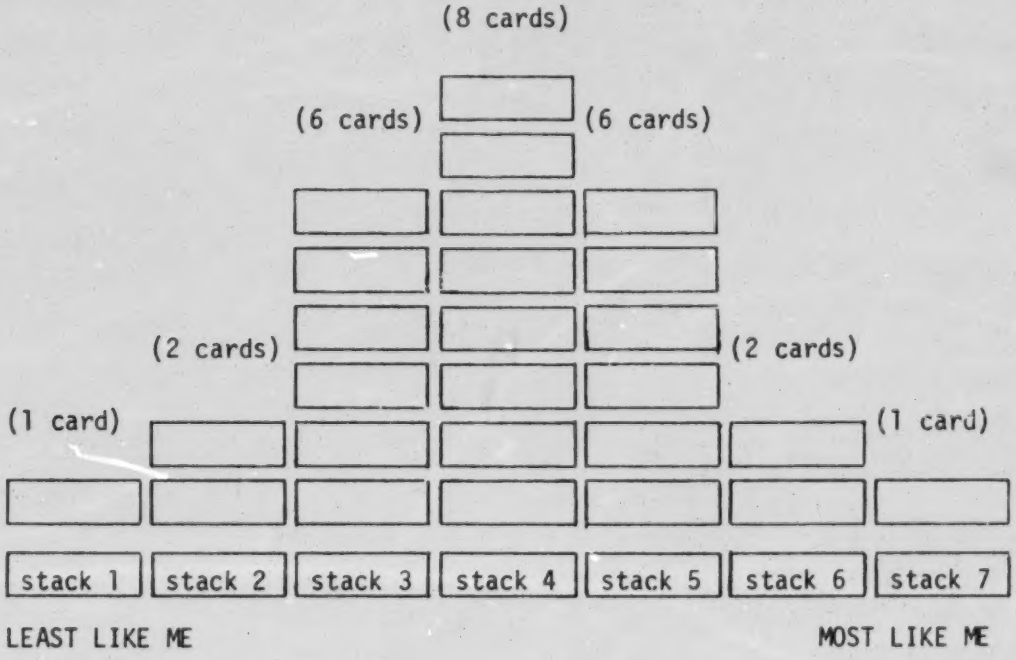
Q-SORT INSTRUCTIONS

Q-SORT INSTRUCTIONS

This package contains four short tests; each one should take you only about 5 minutes to complete using the Q-sort technique described below.

Q-sort tests are designed to improve the accuracy of self-report measures. You may have been frustrated by the format of other tests because you were forced to either completely agree or disagree with a statement when the true statement for you would have been somewhere in between. The Q-sort method not only allows you to say whether an item is true or false for you but also the degree to which it is a true or false statement of your feelings.

Each test is a deck of 26 computer cards. In front of each deck are colored cards which you should arrange on your desk to help you identify your sorting. You are to place the required number of cards in each stack so they will form a profile like this: (The number of cards allowed in each stack is specified in parentheses.)



When you are finished sorting the cards so that they are in the right stacks for you, collect the stacks in order with stack number SEVEN ON TOP (statements most like you) and stack number one on the bottom (statements least like you). The order of cards within each stack is not important. Be sure to put the stacks in order with number seven on top or your profile will be the reverse of what you intended. Put a rubber band around each deck of 26 cards (seven stacks) to be turned in.

Deck A is a series of self statements which you are to arrange in seven stacks from those statements least like you to those most like you. The finished profile should describe you as you honestly feel you are.

Deck B is a different series of self statements which you are to sort using the same procedure.

The directions for the third sort (Deck C) require special attention. Deck C consists of the same set of statements used for sort B. This time you are to sort them so they will represent your IDEAL SELF. Place the cards in the profile so they will describe you as you would most like to be.

Deck D is statements about your feelings about other people. You are to sort the cards so the profile will accurately reflect your feelings.

Appendix H

Q SORT ITEMS

Q-SORT ITEMS

(Each item typed on a separate computer card)

Deck A: Self-Acceptance

15	I like myself the way I am.
15	I feel good about my worth as a person.
14	I accept my weaknesses.
13	I take a positive attitude toward people.
13	I respect my own abilities.
12	I feel good about my ability to make decisions.
12	I like my physical appearance the way it is.
12	It doesn't bother me that I'm not a genius.
11	I am satisfied with myself.
11	I understand myself.
10.	I can accept compliments.
10	I feel adequate.
9	I would be happier if I could learn how to relate to others better.
8	I sometimes kick myself for things I do.
8	I would like myself better if I could change some of my characteristics.
7	Sometimes I feel inferior.
6	I worry about what other people think about me.
6	I am anxious about having someone evaluate me.
6	I am quite shy and self-conscious in social situations.
5	I often embarrass myself.
4	If I failed in something I wanted to accomplish I'd be very upset with myself.
3	I am afraid of my negative emotions.

2 I am unhappy with my limitations.

2 I often feel guilty.

2 I often feel humiliated.

1 I dislike my own sexuality.

Decks B and C: Self and Ideal Assessment

13 I am sexually attractive.

13 I am intelligent.

12 I am friendly.

12 I have initiative.

11 I am a hard worker.

11 I am a rational person.

11 I am poised.

10 I am ambitious.

10 I am a good mixer.

9 I am impulsive.

8 I am a competitive person.

8 I am disorganized.

7 I am aggressive.

7 I am just sort of stubborn.

7 I am an aloof, reserved person.

6 I am fickle.

6 I am inhibited.

6 I am not athletic.

5 I am uncoordinated physically.

5 I am not very neat or clean.

4 I am really self-centered.

4 My personality is not attractive to the other sex.

4 I am insensitive.

3 I am unreliable.

2 I am a hostile person.

1 I am a failure.

Deck D: Acceptance of Others

14 I feel good about the worth of most people.

13 I respect the abilities of most people.

13 Most people are likeable the way they are.

12 Most people deserve to be complimented for what they do.

12 I trust the ability of most people to make their own decisions.

12 I feel most people can effectively deal with life situations.

11 I can accept weaknesses in others.

10 I take a positive attitude toward other people.

10 I understand most people.

9 I feel that most people are physically attractive.

9 It doesn't bother me that other people are not all geniuses.

8 Most people are adequate.

7 I'd like some people I know better if they'd change some of their habits.

6 I would like most people more if they could learn to relate better.

5 It annoys me that most people don't let you see them as they really are.

5 I am often mildly annoyed by the actions of others.

5 I am made uncomfortable because other people are so untight.

4 Most people are too open and aggressive about their sexuality.

3 I often make fun of other people.

3 I often feel other people deserve to be reprimanded for their failings.

3 Sometimes I feel that other people are inferior.

3 I don't feel that most people can measure up to standards of evaluation.

2 I am upset when other people vent their negative emotions in my presence.

2 It annoys me that people often make fools of themselves.

1 I'm upset with people when they are incompetent.

1 I'm impatient with limitations in other people.

Appendix I

ACCEPTANCE MEASURE

ACCEPTANCE MEASURE

List the names of the persons of your own sex whom you know personally who best fit each of the following descriptions. (You need only identify them so that you know who they are; use a nickname, initials, call them "Mr. B" or "Miss X" or whatever.)

	Name	Description
A.	_____	A person whom you think highly of; someone you consider to be well adjusted, happy, mature.
B.	_____	A person who is not as "high on your list," but whom you still regard positively.
C.	_____	A person whom you moderately reject; someone whose qualities you do not particularly admire.
D.	_____	A person whom you strongly reject; someone whose qualities are very negative.

Write the name of the person fitting description "A" below and then rate this person on each of the following scales:

A. _____

effective___ ___ ___ ___ ___ineffective

not intelligent___ ___ ___ ___ ___intelligent

submissive___ ___ ___ ___ ___dominant

attractive___ ___ ___ ___ ___unattractive

rigid___ ___ ___ ___ ___adaptable

active___ ___ ___ ___ ___inactive

outgoing___ ___ ___ ___ ___introverted

prejudiced___ ___ ___ ___ ___unprejudiced

warm___ ___ ___ ___ ___cold

creative___ ___ ___ ___ ___uncreative

affected___ ___ ___ ___ ___unaffected

dependent___ ___ ___ ___ ___independent

unloving___ ___ ___ ___ ___loving

honest___ ___ ___ ___ ___dishonest

depressed___ ___ ___ ___ ___joyful

Write the name of the person fitting description "B" below and then rate this person on each of the following scales.

B._____

effective___ ___ ___ ___ ___ineffective
not
intelligent___ ___ ___ ___ ___intelligent
submissive___ ___ ___ ___ ___dominant
attractive___ ___ ___ ___ ___unattractive
rigid___ ___ ___ ___ ___adaptable
active___ ___ ___ ___ ___inactive
outgoing___ ___ ___ ___ ___introverted
prejudiced___ ___ ___ ___ ___unprejudiced
warm___ ___ ___ ___ ___cold
creative___ ___ ___ ___ ___uncreative
affected___ ___ ___ ___ ___unaffected
dependent___ ___ ___ ___ ___independent
unloving___ ___ ___ ___ ___loving
honest___ ___ ___ ___ ___dishonest
depressed___ ___ ___ ___ ___joyful

Write the name of the person fitting description "C" below and then rate this person on each of the following scales.

C._____

effective___ ___ ___ ___ ___ineffective
not
intelligent___ ___ ___ ___ ___intelligent
submissive___ ___ ___ ___ ___dominant
attractive___ ___ ___ ___ ___unattractive
rigid___ ___ ___ ___ ___adaptable
active___ ___ ___ ___ ___inactive
outgoing___ ___ ___ ___ ___introverted
prejudiced___ ___ ___ ___ ___unprejudiced
warm___ ___ ___ ___ ___cold
creative___ ___ ___ ___ ___uncreative
affected___ ___ ___ ___ ___unaffected
dependent___ ___ ___ ___ ___independent
unloving___ ___ ___ ___ ___loving
honest___ ___ ___ ___ ___dishonest
depressed___ ___ ___ ___ ___joyful

Write the name of the person fitting description "D" below and then rate this person on each of the following scales.

D._____

effective___ ___ ___ ___ ___ineffective
not
intelligent___ ___ ___ ___ ___intelligent
submissive___ ___ ___ ___ ___dominant
attractive___ ___ ___ ___ ___unattractive
rigid___ ___ ___ ___ ___adaptable
active___ ___ ___ ___ ___inactive
outgoing___ ___ ___ ___ ___introverted
prejudiced___ ___ ___ ___ ___unprejudiced
warm___ ___ ___ ___ ___cold
creative___ ___ ___ ___ ___uncreative
affected___ ___ ___ ___ ___unaffected
dependent___ ___ ___ ___ ___independent
unloving___ ___ ___ ___ ___loving
honest___ ___ ___ ___ ___dishonest
depressed___ ___ ___ ___ ___joyful

Rate yourself on each of the scales.

Me

effective___ ___ ___ ___ ___ineffective
not
intelligent___ ___ ___ ___ ___intelligent
submissive___ ___ ___ ___ ___dominant
attractive___ ___ ___ ___ ___unattractive
rigid___ ___ ___ ___ ___adaptable
active___ ___ ___ ___ ___inactive
outgoing___ ___ ___ ___ ___introverted
prejudiced___ ___ ___ ___ ___unprejudiced
warm___ ___ ___ ___ ___cold
creative___ ___ ___ ___ ___uncreative
affected___ ___ ___ ___ ___unaffected
dependent___ ___ ___ ___ ___independent
unloving___ ___ ___ ___ ___loving
honest___ ___ ___ ___ ___dishonest
depressed___ ___ ___ ___ ___joyful

Appendix J

WORD RATING SCALES

WORD RATING SCALES

List the names of persons of your own sex whom you know personally who best fit each of the following descriptions. (You need only identify them so that you know who they are; use a nickname, initials, call them "Mr. B" or "Miss X" or whatever.)

A. _____ A person whom you are very accepting of; you are aware of this person's faults as well as his virtues and you are comfortable in his company and enjoy being close to him.

B. _____ A person whom you mildly accept. Considering this person's strengths and weaknesses you still feel him to be a worthwhile person and have warm feelings toward him.

C. _____ A person whom you moderately reject; someone whose negative traits annoy you; someone you do not feel warmly toward.

D. _____ A person whom you strongly reject; someone whose company you find unpleasant.

On the next two pages there are sets of rating scales which you are to use to describe the four individuals you have chosen above.

Here is how you are to use these pairs of describing words:

If you feel that the person whose name you write on the top of the section is very closely related to one of the describing words on the line, you should place your checkmark near that word. For example, if you think Miss A is a very brave person

brave __X__ _____ _____ _____ _____ cowardly

or if you think she is very cowardly

brave _____ _____ _____ _____ __X__ cowardly

If you think the person is related to one or the other of the describing words (but not extremely), you should do the following: If you think Miss A is colorful (but not extremely colorful) you should place your checkmark thusly:

dull _____ _____ _____ __X__ _____ colorful

If you feel that the person at the top of the section can be described equally well with either describing word, then you should place your checkmark in the middle space.

pleasant _____ _____ __X__ _____ _____ unpleasant

IMPORTANT:

1. Put your checkmarks in the middle of the lines, not between them.

	THIS		NOT THIS		
brave	_____	__X__	____X____	_____	cowardly

2. Be sure you put a checkmark for every pair of words -- do not omit any.

3. Never put more than one mark for any pair of words.

Write the code name of the person fitting description "A" below and then rate this person on each of the following scales.

A._____

happy___ ___ ___ ___ ___sad

small___ ___ ___ ___ ___large

passive___ ___ ___ ___ ___active

beautiful___ ___ ___ ___ ___ugly

deep___ ___ ___ ___ ___shallow

dirty___ ___ ___ ___ ___clean

calm___ ___ ___ ___ ___excitable

dishonest___ ___ ___ ___ ___honest

sharp___ ___ ___ ___ ___dull

valuable___ ___ ___ ___ ___worthless

bad___ ___ ___ ___ ___good

hot___ ___ ___ ___ ___cold

pleasant___ ___ ___ ___ ___unpleasant

weak___ ___ ___ ___ ___strong

fair___ ___ ___ ___ ___unfair

inflexible___ ___ ___ ___ ___adaptable

fast___ ___ ___ ___ ___slow

healthy___ ___ ___ ___ ___sick

tense___ ___ ___ ___ ___relaxed

white___ ___ ___ ___ ___black

Write the code name of the person fitting description "B" below and then rate this person on each of the following scales.

B._____

happy___ ___ ___ ___ ___sad

small___ ___ ___ ___ ___large

passive___ ___ ___ ___ ___active

beautiful___ ___ ___ ___ ___ugly

deep___ ___ ___ ___ ___shallow

dirty___ ___ ___ ___ ___clean

calm___ ___ ___ ___ ___excitable

dishonest___ ___ ___ ___ ___honest

sharp___ ___ ___ ___ ___dull

valuable___ ___ ___ ___ ___worthless

bad___ ___ ___ ___ ___good

hot___ ___ ___ ___ ___cold

pleasant___ ___ ___ ___ ___unpleasant

weak___ ___ ___ ___ ___strong

fair___ ___ ___ ___ ___unfair

inflexible___ ___ ___ ___ ___adaptable

fast___ ___ ___ ___ ___slow

healthy___ ___ ___ ___ ___sick

tense___ ___ ___ ___ ___relaxed

white___ ___ ___ ___ ___black

Write the code name of the person fitting description "C" below and then rate this person on each of the following scales.

C._____

happy___ ___ ___ ___ ___sad

small___ ___ ___ ___ ___large

passive___ ___ ___ ___ ___active

beautiful___ ___ ___ ___ ___ugly

deep___ ___ ___ ___ ___shallow

dirty___ ___ ___ ___ ___clean

calm___ ___ ___ ___ ___excitable

dishonest___ ___ ___ ___ ___honest

sharp___ ___ ___ ___ ___dull

valuable___ ___ ___ ___ ___worthless

bad___ ___ ___ ___ ___good

hot___ ___ ___ ___ ___cold

pleasant___ ___ ___ ___ ___unpleasant

weak___ ___ ___ ___ ___strong

fair___ ___ ___ ___ ___unfair

inflexible___ ___ ___ ___ ___adaptable

fast___ ___ ___ ___ ___slow

healthy___ ___ ___ ___ ___sick

tense___ ___ ___ ___ ___relaxed

white___ ___ ___ ___ ___black

Write the code name of the person fitting description "D" below and then rate this person on each of the following scales.

D._____

happy___ ___ ___ ___ ___sad

small___ ___ ___ ___ ___large

passive___ ___ ___ ___ ___active

beautiful___ ___ ___ ___ ___ugly

deep___ ___ ___ ___ ___shallow

dirty___ ___ ___ ___ ___clean

calm___ ___ ___ ___ ___excitable

dishonest___ ___ ___ ___ ___honest

sharp___ ___ ___ ___ ___dull

valuable___ ___ ___ ___ ___worthless

bad___ ___ ___ ___ ___good

hot___ ___ ___ ___ ___cold

pleasant___ ___ ___ ___ ___unpleasant

weak___ ___ ___ ___ ___strong

fair___ ___ ___ ___ ___unfair

inflexible___ ___ ___ ___ ___adaptable

fast___ ___ ___ ___ ___slow

healthy___ ___ ___ ___ ___sick

tense___ ___ ___ ___ ___relaxed

white___ ___ ___ ___ ___black

Now rate yourself on these two sets of scales:

Me		Me	
happy	sad	effective	ineffective
small	large	not intelligent	intelligent
passive	active	attractive	unattractive
beautiful	ugly	unathletic	athletic
deep	shallow	creative	uncreative
dirty	clean	articulate	inarticulate
calm	excitable	unloving	loving
dishonest	honest	outgoing	introverted
sharp	dull	uncoordinated	coordinated
valuable	worthless	immature	mature
bad	good	sexy	sexless
hot	cold	sociable	unsociable
pleasant	unpleasant	unaware	aware
weak	strong	emotional	unemotional
fair	unfair		
inflexible	adaptable		
fast	slow		
healthy	sick		
tense	relaxed		
white	black		

Now your task is to rate "other people" on this same set of scales. Of course all "other people" are different and it is difficult to choose words to describe them as if they were one other person. What you should do is think of your impression of other people in general. Think of what most people are like whom you see in shopping centers or at football games. Think of your impression of strangers you meet as well as of friends. Now try to describe that general impression of other people by marking the scales below.

happy____ ____ ____ ____ ____sad

small____ ____ ____ ____ ____large

passive____ ____ ____ ____ ____active

beautiful____ ____ ____ ____ ____ugly

deep____ ____ ____ ____ ____shallow

dirty____ ____ ____ ____ ____clean

calm____ ____ ____ ____ ____excitable

dishonest____ ____ ____ ____ ____honest

sharp____ ____ ____ ____ ____dull

valuable____ ____ ____ ____ ____worthless

bad____ ____ ____ ____ ____good

hot____ ____ ____ ____ ____cold

pleasant____ ____ ____ ____ ____unpleasant

weak____ ____ ____ ____ ____strong

fair____ ____ ____ ____ ____unfair

inflexible____ ____ ____ ____ ____adaptable

fast____ ____ ____ ____ ____slow

healthy____ ____ ____ ____ ____sick

tense____ ____ ____ ____ ____relaxed

white____ ____ ____ ____ ____black

Appendix K

VIDEO TAPE WORD RATING

VIDEO TAPE WORD RATING

You are going to be shown a short video tape which has three parts. You are to rate the individuals in each of the three segments using the scales below. The third segment is a conversation between two women; you are to give your reaction to the two of them together. The film of the first person you are to rate will be shown twice so that you can become familiar with the task.

Please write the code number of your test battery in the upper right hand corner of this sheet.

FIRST WOMAN

happy____ ____ ____ ____ ____sad

small____ ____ ____ ____ ____large

passive____ ____ ____ ____ ____active

beautiful____ ____ ____ ____ ____ugly

deep____ ____ ____ ____ ____shallow

dirty____ ____ ____ ____ ____clean

calm____ ____ ____ ____ ____excitable

dishonest____ ____ ____ ____ ____honest

sharp____ ____ ____ ____ ____dull

valuable____ ____ ____ ____ ____worthless

bad____ ____ ____ ____ ____good

hot____ ____ ____ ____ ____cold

pleasant____ ____ ____ ____ ____unpleasant

weak____ ____ ____ ____ ____strong

fair____ ____ ____ ____ ____unfair

inflexible____ ____ ____ ____ ____adaptable

fast____ ____ ____ ____ ____slow

healthy____ ____ ____ ____ ____sick

tense____ ____ ____ ____ ____relaxed

white____ ____ ____ ____ ____black

SECOND WOMAN

happy___ ___ ___ ___ ___sad

small___ ___ ___ ___ ___large

passive___ ___ ___ ___ ___active

beautiful___ ___ ___ ___ ___ugly

deep___ ___ ___ ___ ___shallow

dirty___ ___ ___ ___ ___clean

calm___ ___ ___ ___ ___excitable

dishonest___ ___ ___ ___ ___honest

sharp___ ___ ___ ___ ___dull

valuable___ ___ ___ ___ ___worthless

bad___ ___ ___ ___ ___good

hot___ ___ ___ ___ ___cold

pleasant___ ___ ___ ___ ___unpleasant

weak___ ___ ___ ___ ___strong

fair___ ___ ___ ___ ___unfair

inflexible___ ___ ___ ___ ___adaptable

fast___ ___ ___ ___ ___slow

healthy___ ___ ___ ___ ___sick

tense___ ___ ___ ___ ___relaxed

white___ ___ ___ ___ ___black

THE TWO WOMEN TALKING

happy___ ___ ___ ___ ___sad

small___ ___ ___ ___ ___large

passive___ ___ ___ ___ ___active

beautiful___ ___ ___ ___ ___ugly

deep___ ___ ___ ___ ___shallow

dirty___ ___ ___ ___ ___clean

calm___ ___ ___ ___ ___excitable

dishonest___ ___ ___ ___ ___honest

sharp___ ___ ___ ___ ___dull

valuable___ ___ ___ ___ ___worthless

bad___ ___ ___ ___ ___good

hot___ ___ ___ ___ ___cold

pleasant___ ___ ___ ___ ___unpleasant

weak___ ___ ___ ___ ___strong

fair___ ___ ___ ___ ___unfair

inflexible___ ___ ___ ___ ___adaptable

fast___ ___ ___ ___ ___slow

healthy___ ___ ___ ___ ___sick

tense___ ___ ___ ___ ___relaxed

white___ ___ ___ ___ ___black

Appendix L

POI STATEMENTS USED IN CONSTRUCTION OF FORCED-CHOICE QUESTIONNAIRE

POI STATEMENTS USED IN CONSTRUCTION OF
FORCED-CHOICE QUESTIONNAIRE

Acceptance of Self	Social Desirability Rating	
	MEAN	S.D.
I do not feel ashamed of my emotions.	4.562	1.649
I am not afraid to be myself.	5.673	1.700
I do not feel that I must strive for perfection in everything I undertake.	4.040	1.837
I don't feel guilty when I am selfish.	3.776	2.084
I have a lot of natural limitations even though I believe in myself.	3.771	1.871
I accept my weaknesses.	5.349	1.717
My feelings of self worth do not depend on how much I accomplish.	3.896	2.045
I am not bothered by fears of being inadequate.	5.042	1.989
I accept inconsistencies within myself.	4.600	1.924
When I really love myself, there will still be those who won't love me.	4.104	2.024
It doesn't bother me that I'm not a genius.	4.354	2.068
I can accept my mistakes.	5.396	1.807
I cannot overcome every obstacle even if I believe in myself.	4.128	1.929
Self Assessment		
My weight is average for my height.	4.396	1.723
I am just as intelligent as most of my friends.	5.837	1.477
I got good grades in school.	5.563	1.270
I am attractive to the opposite sex.	6.083	1.182

Self Assessment (Continued)	Social Desirability Rating	
	Mean	S.D.
I am physically attractive.	5.458	1.414
I am a good conversationalist.	4.938	2.077
I am conscientious about my work.	5.865	1.530
I am a good son (daughter) to my parents.	5.583	1.760
I am a loyal friend.	6.229	1.340
I am a good mixer.	5.188	1.794
I can work well with my hands.	2.872	1.918
My ability to write is adequate.	3.250	2.207
I can learn if I want to.	5.396	1.876
I am physically well coordinated.	4.083	2.152
Acceptance of Others		
I can like people without having to approve of them.	4.653	1.640
People do not have an instinct for evil.	3.766	2.087
I am not uncomfortable with people whose life styles are very different from mine.	5.408	1.322
People are basically good.	5.041	1.989
I like men and women who show masculinity as well as femininity.	3.438	2.103
I usually find I can like people even when their faults are apparent to me.	5.396	1.807
I don't mind introducing two of my friends whose opinions are very different.	3.438	2.030
My friends sometimes do things I don't like but we usually remain friends.	5.083	1.911
I am willing to trust people I don't know.	3.771	1.893

Irrelevant Stems	Social Desirability Rating	
	Mean	S.D.
I prefer to save good things for future use.	2.286	1.458
Wishing and imagining are always good.	2.521	1.571
I do not feel bound by the motto, "Don't waste your time."	3.469	1.769
It is important to me how I live in the here and now.	5.200	1.852
My past is a stepping stone for the future.	3.510	1.734
I can put off until tomorrow what I ought to do today.	2.980	1.854
It is not important to make an issue of rights and privileges.	4.167	1.939
I often make my decisions spontaneously.	3.408	1.978
The truly spiritual man is sometimes sensual.	3.633	1.965
I enjoy detachment and privacy.	3.729	1.795
I feel dedicated to my work (job or school).	5.021	1.839
I feel free not to do what others expect of me.	4.708	1.762
It is possible to live life in terms of what I want to do.	4.809	1.941
I do not always feel bound to keep the promises I make.	3.688	2.085
I don't mind laughing at a dirty joke.	3.766	1.902
For me, work and play are the same.	3.208	1.924
I am not orthodoxly religious.	3.167	1.849
There are times when just being silent is the best way I can express my feelings.	4.104	1.981
It is necessary for me to avoid sorrow.	3.043	1.719
There are many times when it is more important for me to express my feelings than to carefully evaluate the situation.	3.980	1.907

Irrelevant Stems (Continued)	Social Desirability Rating	
	Mean	S.D.
For me, past, present and future are in meaningful continuity.	3.837	2.384
Sometimes I am cross when I'm not feeling well.	2.938	1.873
I feel free to show both friendly and unfriendly feelings to strangers.	3.854	1.979
A neutral party cannot measure a happy relationship by observation.	3.043	2.146

Appendix M

FORCED-CHOICE QUESTIONNAIRE

FORCED-CHOICE QUESTIONNAIRE

This instrument presents you with a number of pairs of statements. You are to read each pair of statements and then choose the one which is more true for you. Mark the statement which is closer to the truth as applied to you. For example:

A. I have curly hair.

B. I believe it's important to save for the future.

These statements may both be true for you or both may be false for you. You are to pick the one that is closest to a true statement for you. If you have very straight hair and do not believe in thrift you will have a difficult choice, but do the best you can. Of course, if you have very curly hair and do not believe in saving for the future then the obvious choice for you is A. Write the letter of your choice on the line to the left of the item number.

SE*____ 1. A. I believe that experience is a good teacher.

B. I am just as intelligent as most of my friends.

-SA ____ 2.† A. I do not feel ashamed of my emotions.

B. I believe that having friends is more important than being a big success.

-AO ____ 3. A. I can like people without having to approve of them.

B. I feel free not to do what others expect of me.

AO ____ 4. A. In my opinion, the truly spiritual man is sometimes sensual.

B. I believe that people do not have an instinct for evil.

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*Items of the self-acceptance scale are labelled SA; those of the self-assessment scale are labelled SE; those of the acceptance of others scale are labelled AO. Items marked with a minus sign have the relevant stem in the first position; item scores are reversed before the scale is scored.

†This item was eliminated from the subtest after preliminary analysis because of negative item correlation with total score.

SE _____ 5. A. It is important to me how I live in the here and now.

B. I am physically attractive.

-SA _____ 6.† A. I am not afraid to be myself.

B. I have no problem in fusing sex and love.

SA _____ 7. A. There are many times when it is more important to me to express my feelings than to carefully evaluate the situation.

B. I do not feel that I must strive for perfection in everything I undertake.

AO _____ 8. A. I enjoy leading an active life.

B. I am not uncomfortable with people whose life styles are very different from mine.

SA _____ 9.† A. I often make my decisions spontaneously.

B. I don't always feel guilty when I am selfish.

-SA _____ 10.† A. I have a lot of natural limitations even though I believe in myself.

B. For me, past, present and future are in meaningful continuity.

SE _____ 11. A. I think it is important to be honest in relating to others.

B. I am a loyal friend.

-SE _____ 12.† A. I am conscientious about my work.

B. I feel it is important to be true to my own set of values.

AO _____ 13. A. I feel dedicated to my work (job or school).

B. I believe that people are basically good.

-SA _____ 14. A. I accept my weaknesses.

B. I enjoy interacting with other people.

-SE _____ 15. A. I got good grades in school.

B. I think you should always try to make the best of things.

AO _____ 16. A. For me, work and play are the same.

B. I like men and women who show masculinity as well as femininity.

-SA _____ 17. A. My feelings of self worth do not depend on how much I accomplish.

B. I feel free to show both friendly and unfriendly feelings to strangers.

SA _____ 18. A. It is important to me how I live in the here and now.

B. I am not bothered by fears of being inadequate.

SE _____ 19. A. I believe it is important to keep your promises so that others can have faith in you.

B. I am a good son (daughter) to my parents.

-SE _____ 20. A. I am a good conversationalist.

B. A chance for detachment and privacy is important for me.

SA _____ 21. A. It is possible to live life in terms of what I want to do.

B. I accept inconsistencies within myself.

-AO _____ 22.† A. I usually find I can like people even when their faults are apparent to me.

B. I am happier when I'm honest with myself.

-SE _____ 23.† A. I can work well with my hands.

B. Sometimes I feel it's a good idea to put off until tomorrow what I ought to do today.

SE _____ 24. A. It is not important to me to make an issue of my own rights and privileges.

B. I am physically well coordinated.

AO _____ 25. A. My past is a stepping stone for the future.

B. I don't mind introducing two of my friends whose opinions are very different.

-SA _____ 26.† A. When I really love myself, there will still be those who won't love me.

B. There are times when just being silent is the best way I can express my feelings.

-SE _____ 27. A. I am attractive to the opposite sex.

B. I feel free not to do what others expect of me.

-AO _____ 28. A. My friends sometimes do things I don't like but we usually remain friends.

B. It is possible to live life in terms of what I want to do.

-SA _____ 29. A. It doesn't bother me that I'm not a genius.

B. I believe that two people can get along best if each person feels free to express himself.

SE _____ 30. A. I believe that a neutral party cannot measure a happy relationship by observation.

B. My ability to write is adequate.

SE _____ 31. A. I feel dedicated to my work.

B. I am a good mixer.

SA _____ 32. A. As life goes on, I continue to know more and more about my feelings.

B. I can accept my mistakes.

-AO _____ 33.† A. I am willing to trust people I don't know.

B. I don't mind laughing at a dirty joke.

-SE _____ 34. A. My weight is average for my height.

B. There are times when just being silent is the best way I can express my feelings.

-SE _____ 35. A. I can learn if I want to.

B. I believe that everyone needs to have a goal in life.

SA _____ 36. A. It is not important to me to make an issue of my own rights and privileges.

B. I cannot overcome every obstacle even if I believe in myself.

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Appendix N

INCOMPLETE SENTENCES

INCOMPLETE SENTENCES[†]

Complete these sentences to express your real feelings. Try to do every one. Be sure to make a complete sentence.

1. I can't _____.
2. My personality _____.
3. Men _____.
4. No matter how hard I try _____.
5. I feel _____.
6. People _____.
7. As a student I _____.
8. I regret _____.
9. I trust _____.
10. I failed _____.
11. My appearance _____.
12. Most women _____.
13. I _____.
14. The first thing people notice about me _____
    _____.
15. Deep down, most people _____.
16. My faults _____.
17. I am very _____.
18. Strangers I meet _____.

[†]Adapted from the Incomplete Sentences Blank: College Form by J. B. Rotter and J. E. Rafferty.

19. My strengths and weaknesses _____

_____.

20. Compared with other people I _____

_____.

21. Other people _____.

22. My virtues _____.

Appendix O

INSTRUCTIONS FOR JUDGING INCOMPLETE SENTENCES

INSTRUCTIONS FOR JUDGING INCOMPLETE SENTENCES

A one page sentence completion test was adapted from a similar test developed by Rotter and Rafferty. The purpose of their instrument was to measure general adjustment. Sample responses to their items (arranged in a continuum from pathological to very well adjusted) were read to determine which sentence stems were most likely to elicit responses which would be scoreable according to one of the three constructs of interest to this study. Additional stems were developed based on the content of the scoreable Rotter items.

The first thing you need to acquire in order to be a judge is a working definition of each of the three constructs being measured in this study.

Self-Assessment is the evaluation of various aspects of oneself. The evaluative component may be directly observable, "I am a good conversationalist" or may be infered from a self-descriptive statement, "I am intelligent" (a positive self-assessment).

Self-Acceptance is manifested in the affect associated with self-assessment. "I am not very smart" is an example of straight self-assessment. "I worry about being a slow learner" is a negative self-acceptance (i.e., self-rejecting) statement. An individual who is self-accepting is not troubled by his concept of himself as a person. This does not mean that he is unaware of his faults. (Remember that self-acceptance is considered to be one characteristic of a will-adjusted, well-functioning personality.) A self-accepting person acknowledges both his strengths and weaknesses and, all things considered, feels good about himself. Self-acceptance includes the acceptance of both positive and negative traits. The ability to accept compliments and to take pride in ones talents is self acceptance. Since it is much easier to accept ones positive traits, we seem to have better luck typifying the construct by examples of the acceptance of negative traits: "It doesn't bother me that I'm the shortest boy in my class" or "I like my physical appearance the way it is" (said by the same individual whose self-assessment was, "I'm not physically attractive"). The individual who says he would need to change his characteristics before he would be happy with himself is not self-accepting.

In some instances the subject's sentence is merely descriptive (if you were scoring self-assessment you would find it applicable) but the content is so potent (either very positive or very negative) that the affect associated with self-assessment can be accurately infered. It is appropriate in these cases to give the item a self-acceptance score. "My personality is loving" is sufficiently positive that we can safely say that a self-rejecting person could not have said it. "I am spontaneous" is not, however, a self-accepting statement. The respondent could have either positive or nagative feelings associated with self-assessment. Since this affective component is not known to the judge it is not scoreable.

Acceptance of Others. This construct is treated in this study as parallel to the acceptance of self. Acceptance of others involves the recognition of strengths and weaknesses in people and in general feeling good toward them. Again, we expect this construct to be manifest in the affect associated with the evaluation of others. "Most people are not as smart as I am" is not a rejecting statement. "I am

impatient with incompetent people" or "I am annoyed by the inability of people to express themselves" would be evidence that the subject is not accepting of others. In some instances the subject"s sentence is merely descriptive but the feeling of the respondent may be infered form the statement and is, therefore, scoreable: "Other people are generous." "Most people will take advantage of you if you let them." If the subject indicates that other people need to change in order to be acceptable to him he is not accepting of others.

The 22 stems were selected because they were expected to represent the three constructs this way:

Self-Assessment

1. I can't...
4. No matter how hard I try...
7. As a student I...
11. My appearance...
14. The first thing people notice about me...
17. I am very...
20. Compared with other people I...

Self-Acceptance

2. My personality...
5. I feel...
8. I regret...
10. I failed...
13. I...
16. My faults...
19. My strengths and weaknesses...
22. My virtues...

Acceptance of Others

3. Men...
6. People...
9. I trust...
12. Most women...
15. Deep down, most people...
18. Strangers I meet...
21. Other people...

The second thing you need to learn as a judge is that subject responses are not necessarily scoreable according to the construct intended for each stem. There is a great deal of crossover. "Men do not find me attractive" is a self-assessment statement in answer to what was intended to be an acceptance of others stem. It will, therefore, be necessary for you to read every sentence on a subject's protocol, choosing those which are scoreable according to the construct you are judging. In order to avoid contamination, (your rating of a subject on one construct influencing your rating of him on another construct) you will only judge one construct per subject. Other judges will rate the other constructs for those subjects. You will, however, change constructs across sets of subjects. (Each judge will receive an individual assignment.)

-- Very negative

- Negative

0 Neutral or ambivalent; i.e., half way between positive and negative on the construct (Note: this is not the absence of the construct which is scored blank.)

+ Positive

++ Very positive

Record the score for that item in the space provided. Remember to use as much of the 5 point scale as you can. The only category for which answers may occur infrequently is the 0 or neutral response. It is unlikely that sentences will be applicable to a particular construct and not have a negative or positive value. A neutral self-assessment item would be, "My appearance is sometimes good and sometimes bad." However, subjects more often say something positive, something negative or something irrelevant.

In addition to each sentence you will give each subject a final score for the soncstuct you are judging. Final scores will be on a scale from 1 (very negative) to 7 (very positive). The final score may be a simple arithmetic average of the scoreable responses or it may not depending on your judgment. As expert judges (well-trained as to the constructs) you may use your discretion as clinicians would to give differential weight to an item which in your judgment most clearly locates the subject on the one to seven scale. For example, I have noticed that the stem, "My strengths and weaknesses..." frequently elicits a completion such as, "... are well balanced." While this is a positive statement and should be scored as such, it is not as useful in locating the subject (discriminating the level of his attitude from other subjects) as a positive statement which was not so directly cued by the stem and was therefore a rarer occurrance. Space has been provided on the scoring sheet for you to make brief notes about such differential weighting.

This instrument in not an objective test. The purpose of thoroughly training you in the constructs is to insure that your location of the subjects on the seven point scales will as accurately as possible reflect their "true score" on the construct. In some cases, especially when a large number of the subject's responses are unscoreable, your rating will be the result of your general impression of the protocol rather than an aggregate of the item scores. It is important that you feel free to let your subjective judgment enter the scoring on occasion. For example, a defensive subject (a trait inconsistent with self-acceptance) might write:

"I failed Physics."

"My appearance is neat."

"My strengths and weaknesses can be overcome."

(not attending to first part of sentence)

In the light of these superficial statements, "I feel good" does not indicate an overall positive feeling about self as it would if it had come from a more thoughtful subject.

Finally there is a place for you to record a final score on a scale from one to seven. The frequency of these numbers should approximate a normal distribution. This should be controlled somewhat by the fluctuation of individual item scores which are being aggregated. (Most subjects will have some negative and some positive statements. Very few subjects will have all high positive or all high negative item scores.) However, to assist you in visualizing the scale, the following proportions have been extracted from the normal distribution table:

1	.02	Very negative
2	.08	
3	.23	
4	.34	
5	.23	
6	.08	
7	.02	Very positive

It is strongly suggested that you read through several protocols to get a feeling for the types of answers which are given. This will be useful in establishing in your own mind a distinction between - and -- and between + and ++. This preliminary reading is similar to the procedure recommended for the most reliable evaluation of essay tests whereby responses are sorted before being graded. A preliminary reading should assure that a ++ given to an early subject is equal to a ++ given to the last subject rated.

To make you more familiar with the task I have selected responses from different subjects which typify the 5 scale positions for each of the three constructs.

Self-Assessment

++ Compared with other people I can hold my own in about any field.
+ My appearance is refreshing.
0
- My strengths and weaknesses are more balanced toward the weaknesses.
- Men don't find me expecially attractive.
-- As a student I am a failure.

Self-Acceptance

++ I feel sure about my intelligence.
+ My faults don't really bother me.
+ My personality is dull by other people's standards, but fine for me.
0
- No matter how hard I try I feel uncomfortable as a speaker.
-- I failed myself.
-- I feel as though I'll never be happy.

Acceptance of Others

++ Other people are worth meeting and bieng friendly to.
++ Strangers I meet always seem to smile; people are just very good inside that way.
+ Most women like me as a friend and are basically good.
0 Other people can live their lives if they'll let me live mine.
- Most women seem superficial.
- Other people bore me especially when they try to be intellectual.
-- Deep down, most people are pretty messed up, all the way in and through.

Appendix P

INSTRUCTIONS FOR INTERPRETING AND SCORING TATS

INSTRUCTIONS FOR INTERPRETING AND SCORING TATS

You have been asked to help score Thematic Apperception Tests because you have been trained in the rationale for and interpretation of projective tests. You are aware of the usual procedures for interpreting the TAT, especially Murray's system, and can apply this information to the more specific scoring task required for this study. Although these directions are to help in establishing a quantitative scale for scoring the protocols, in many cases the final score which you ascribe to a subject will be the result of your holistic impression rather than a sum of the parts.

The first thing you need to acquire in order to be a judge is a working definition of each of the three constructs being measured in this study.

Self-Acceptance is manifest in the affect associated with self-assessment. "I am not very smart" is an example of straight self-assessment. In a TAT story straight self assessment is exemplified by: "...He will end up doing poorly in school..." or "Woman would make a good wife" or "Man would be very brave in the war,..." These examples are straight self-assessment rather than self-acceptance because there is no affective component to score. "It bothers me that I'm not very smart," is a negative self-acceptance (i.e., self-rejecting) statement. An individual who is self-accepting is not troubled by his concept of himself as a person. This does not mean that he is unaware of his faults. (Remember that self-acceptance is considered to be one characteristic of a well-adjusted, well-functioning personality.) A self-accepting person acknowledges both his strengths and weaknesses and, all things considered, feels good about himself. Although the stories from which the above examples were taken did not have any content which was scoreable as to self-acceptance or self-rejection, if the story including a "Woman would make a good wife" had ended, "but she will always regret not continuing in her career," the subject would be considered self-rejecting.

Self-acceptance includes the acceptance of both positive and negative traits. The ability to accept compliments and to take pride in one's talents is self-acceptance. Since it is much easier to accept one's positive traits, we seem to have better luck typifying the construct by examples of the acceptance of negative traits:

12F

Boy is young scholar toward the turn of the century in a monastery school. He is alienated from society. Figure in backgroun represents his age as compared to other scholars. He is much older than himself. Part of his inner self as separation from peers. He views society. He is very careful about whom he will open up to. Background figure is maternal. Represents part of his alienation part of a defense, desire to remain secure, in the womb. Also reminds you of death--death hangs over him; he could commit suicide or go insane. Future--He will probably go into a world of insanity, not severe, he will cope with it and become a stronger person. He will see his mechanisms of defense and

will want to establish ties. He will gain ability to cope with others and form relationships. He understands the value of loneliness and fear.
He will probably become a businessman and relate to people. Before--He was one of the brighter scholars when he way young. His mother died and he was kept apart from other kids. He didn't benefit from childhood relationships and games. He depended on mother and was distant from father.

An example of a self-rejecting story is:

15

This is the tombstone of a bitter enemy who died some while ago. Death due to man's fault--comes back to haunt him quite often. This guy really hates him. At one time they were close. He is in the graveyard to use his will to overcome the ghost comes and they struggle--not physical--ghost has more strength of mind. Doesn't have to worry about physical strength and they relived their lives.
Man wishes he was dead. Exchanged places with the ghost but saw no real difference. Still seemed the same as before. People couldn't tell the difference.

The individual who says he would need to change his characteristics before he would be happy with himself is not self-accepting.

In some instances the subject's projective creation of the central figure has only descriptive material (if you were scoring self-assessment you would find it applicable) but the content is so potent (either very positive or very negative) that the affect associated with self-assessment can be accurately inferred. In is appropriate in these cases to give the story a self-acceptance score. "My personality is loving" is sufficiently positive that we can safely say that a self-rejecting person could not have said it. "I am gregarious" or "I am spontaneous" are not necessarily self-accepting statements. The respondent coult have either positive or negative feelings associated with the self-assessment. Since this affective component is not known to the judge, it is not scoreable.

Self-Assessment is the evaluation of various aspects of oneself. Except for the extreme self-assessment statements which are also scoreable as to self-acceptance (or lack of it), self-assessment should be observable independently of self-acceptance. Subject's slef-descriptions should be rated according to a criterion of social desirability. If the hero, or self-projection, is intelligent, physically attractive or talented the subject is given positive self-assessment scores. If the heros are consistently insensitive, unreliable, stupid, or ineffective the subject will be rated low on self-assessment.

Acceptance of Others. This construct should be the easiest to observe and to score; it probably has the same meaning in the study as the words "acceptance of others" have in ordinary usage. The construct is treated in this study as parallel to the acceptance of self. Acceptance of others involves the recognition of strengths and weaknesses in people and in general feeling good toward them. Agian, we expect this construct to be manifest in the affect associated with the evaluation of others. In many stories the affective component is not directly stated but may

be inferred and is therefore scoreable: "Other people are generous." "Most people will take advantage of you if you let them."

You will have to decide for each story whether the subject is present in the story as the hero or whether the subject is observing others (of different sex or age group). The respondent's age and sex have been provided for you to help in making this judgment.

The following are two examples taken from different subjects in response to card 10 which are high on acceptance of others:

> The profession of the people is unimportant. They finally come together and are very honest with each other. They are close and uninhibited. They have concern for each other. After this, their friendship never dies, whether in marriage or a working relationship.

> This is an elderly couple who have been married a long time. They are much in love and dependent. They are thinking about their son who was killed in the war. The man is trying to console his wife. They decide to do something about the hurt and dying. They dedicate themselves to trying to help parents of MIA-POW and parents of dead children. They go to fight against fighting and killing in all forms. Their friends don't agree because they justify why their sons died. They try to find out about war. They are happy with themselves because they have kept an open mind.

The following stories are examples of rejection of others:

> 10
>
> I see an old man on top. I guess the other looks like an old lady. It looks like they're getting along all right. It looks like a regular drag--the typical old couple. They just sit in their rocking chairs until they die. There's nothing on their minds. They're looking at a picture; they're vegetables.
>
> 12F
>
> This guy is about 20 or 21. He is with an old grandmother. She looks like the evil type, with evil spirits. He looks like the evil type, with evil spirits. He looks like a homosexual to me, neither masculine nor feminine. He follows the way of grandmother and does what she tells him. She is evil. She is smiling and knows she has control over him. He knows he doesn't have any future. She'll control him until he dies. After she dies, he doesn't know what to do because she's always controlled him. He will probably become an evil person.

Procedure

Read through a dozen protocols before you begin scoring. This is important in order to get a feeling for the types of stories which are told. A preliminary reading will be useful in establishing in your own mind how each of the three constructs are manifest and of the relative positiveness or negativeness of responses within a construct.

Now read each subject's protocol carefully. After reading each story decide whether it is scoreable as to self-acceptance (SA), self-assessment (A), and/or acceptance of others (AO). Write these symbols in the left hand margin when they apply to a story. Then score the story on that construct using the following scale:

-- Very negative

- Negative

0 Neutral or ambivalent, i.e., half way between positive and negative on the construct (Note: this is not the absence of the construct which is scored blank.)

+ Positive

++ Very Positive

Remember to use as much of the five point scale as you can. The only category for which stories may occur infrequently is the 0 or neutral response. It is unlikely that stories will be applicable to a particular construct and not have a negative or positive value.

In addition to the story scores, you will give each subject a final score for each of the three constructs. The final scores may be an aggregate of the story scores, but it is more probable that the final score will reflect your overall, clinical judgment. The individual story scores are to facilitate the identification of common themes or location on a construct across stories.

Final scores will be on a scale from 1 (very negative) to 7 (very positive). The instrument is not an objective test. The purpose of thoroughly training you in the constructs is to insure that your location of the subjects on the seven-point scales will reflect as accurately as possible their "true score" on the construct. Use what you know about projective tests: The subject's selection of a particular response from the universe of all possible responses has meaning and may make story content scoreable even when it does not correspond to more concrete examples.

Write the final scores at the bottom of each protocol, e.g.:

SA 6

A 2

AO 5

The frequency of these numbers (for each of the constructs across subjects) should approximate a normal distribution. This will be controlled somewhat by the fluctuation of stories told by each subject.

(Most subjects will have some positive and some negative stories. Very few subjects will tell six stories which are all extreme.) However, to assist you in visualizing the scale, the following proportions have been extracted form the normal distribution table:

			approx. # of subjects for n=46
Very negative	1	.02	1
	2	.08	3 or 4
	3	.23	10 or 11
	4	.34	15 or 16
	5	.23	10 or 11
	6	.08	3 or 4
Very positive	7	.02	1

You may find it helpful to sort your subjects on each construct until they are in order from highest to lowest. It will then be easier to assign ones, twos, and threes, etc.